THE SHAKERITE

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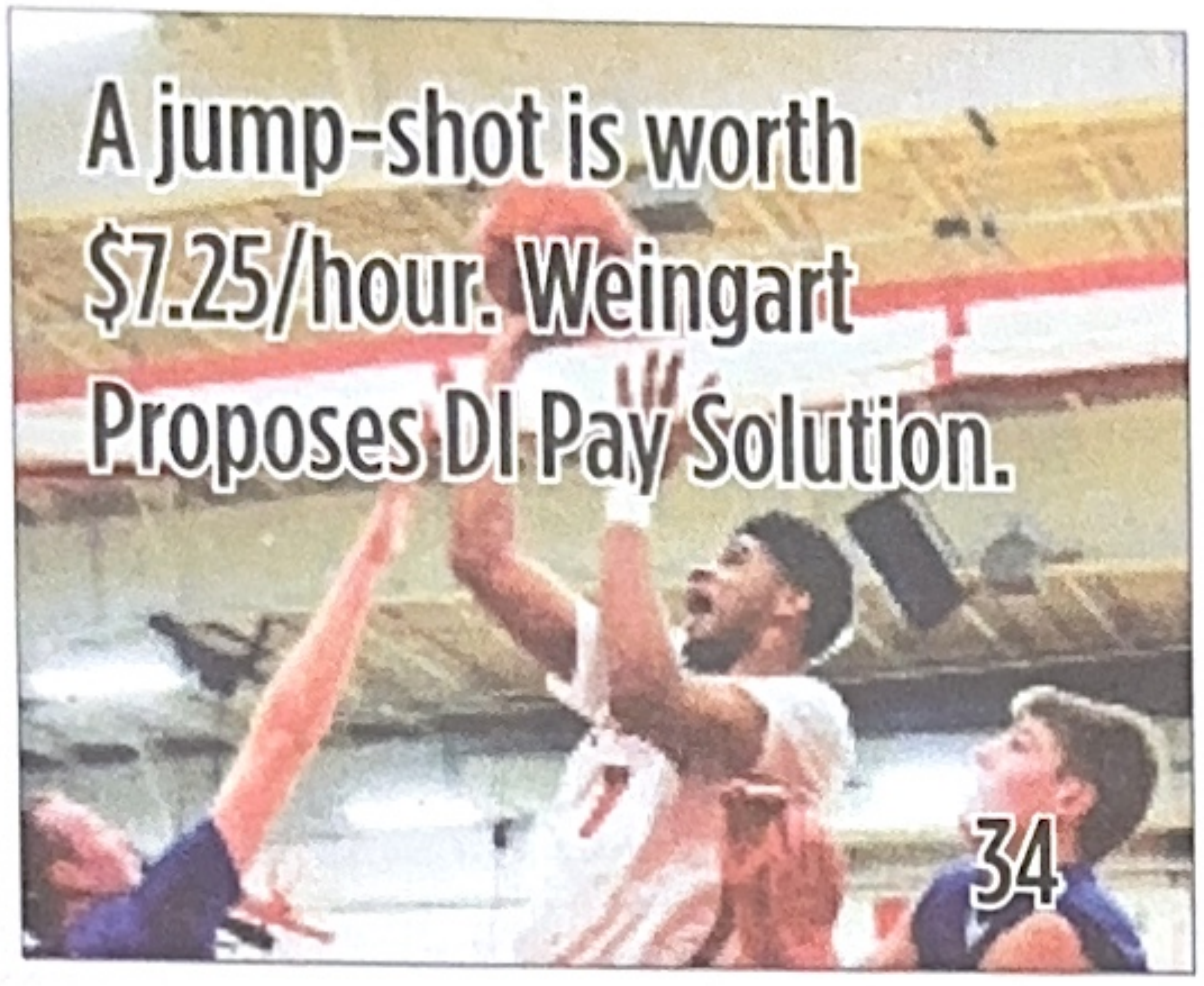

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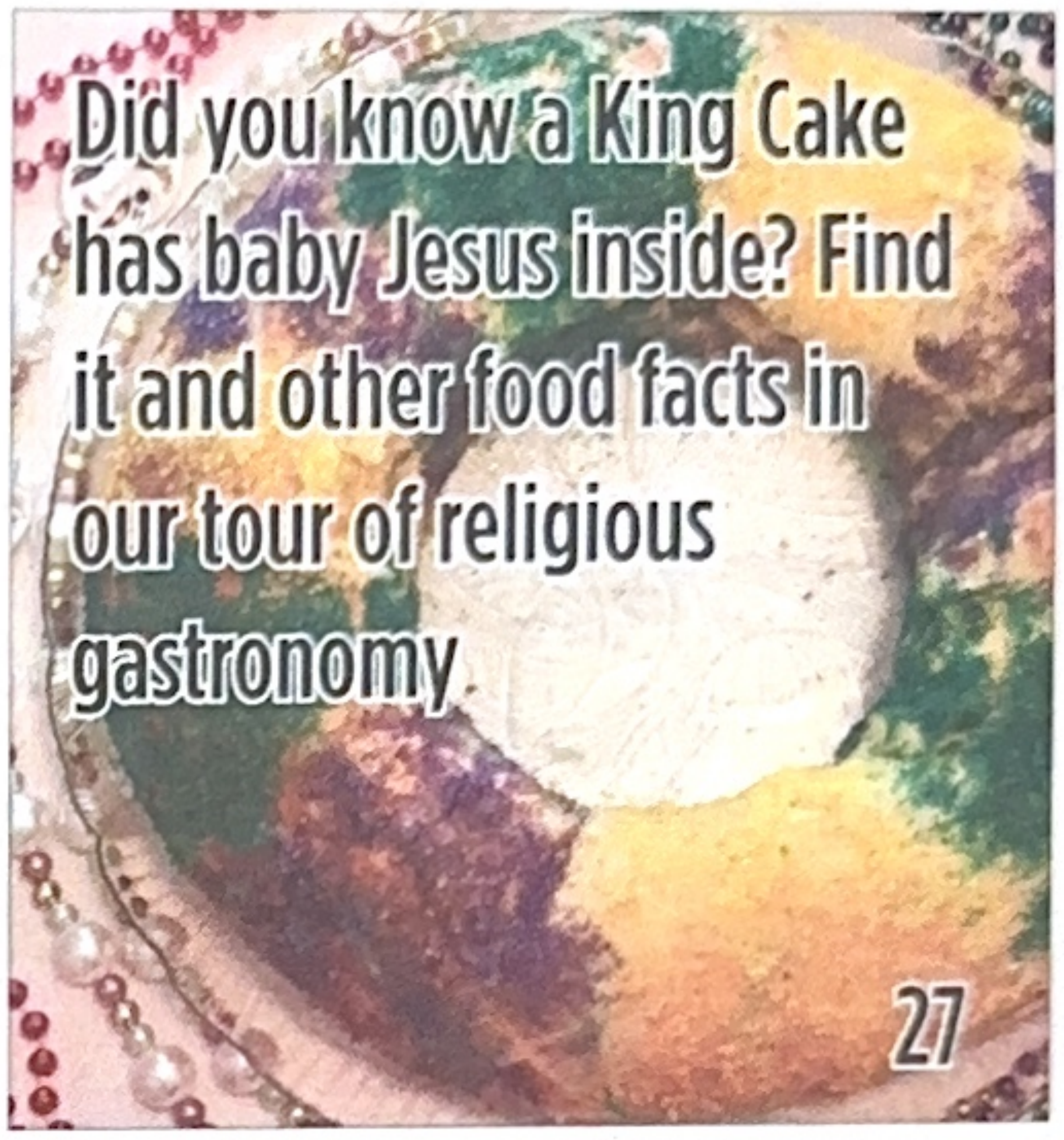

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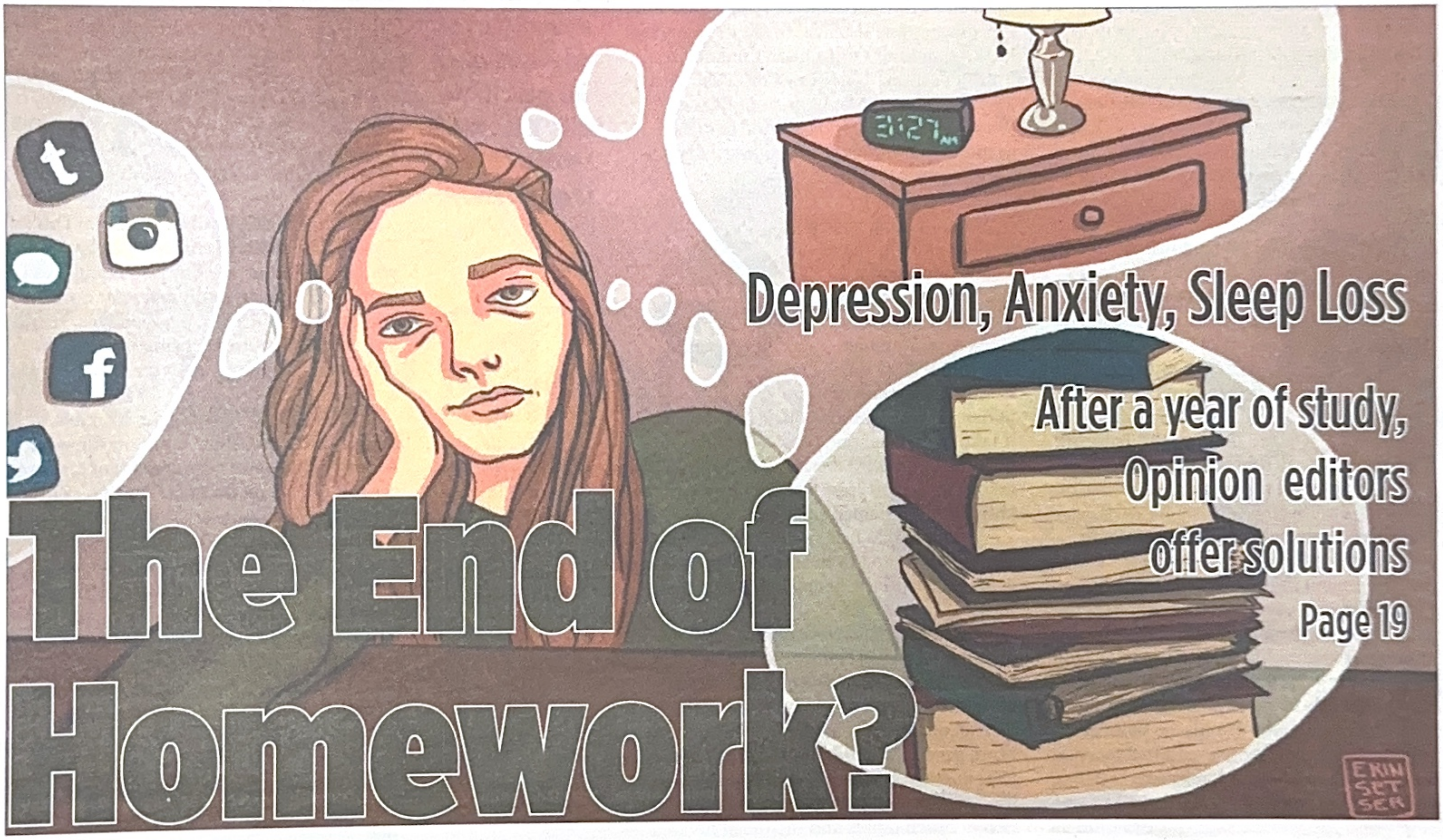

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Shaker's Potential Lies in Everyone's Commitment to its Ideals

It's no small feat of the district, teachers, staff and peers that Shaker kids do great things, need team effort to maintain momentum

At Shaker Heights High School, students from varied backgrounds can access the same opportunities. But that's only if we execute our ideas and policies correctly.

WILL MCKNIGHT//THE SHAKERITE

If we wish to preserve Shaker as we know it today -- a place dedicated to integration, integrity and traditions that reflect that -- we should reflect our commitment in everything we do. If our ultimate goal is to shrink the achievement gap and set expectations for the rest of the country, then our every action should aim to accomplish that goal.

Marcia Brown
Editor in Chief

Shaker is willing to sacrifice so much to solve some of education's most pressing questions. Shaker teachers accepted a pay freeze for four years, putting the district and its students first. Students in the Student Group of Race Relations, Take Action, the Tutoring Center and many other groups take time out of school and their personal lives to help one another.

We all contribute a small part of ourselves when we walk these halls. It's a more lasting impact than we know.

As students, our impact could be the club we start, the friends we make, the underclassmen we mentor. That knowledge of navigating the up and down stairs, the unspoken rule of short prom dresses for non-senior girls, the murals we paint and all the Shaker traditions we hold dear nurture the school's vibrant culture.

Moreover, our new traditions set precedents and expectations for those behind us. The International Baccalaureate Class of 2015's legacy project, TEDxSHHS, left behind the initiative and gumption to inspire more than curiosity; they challenged the next classes to make even greater impacts.

As a Shaker kid from kindergarten onward, I know this place like I know no other. I've reflected (yay IB!) this year on how many teachers have changed me. Five teachers at Lomond, more than 10 at Woodbury and the middle school and perhaps 20 in the high school. Who would I be if my first grade teacher, Dr. Martin, hadn't kept me in line? Or if I hadn't memorized Emma Lazarus' "The New Colossus" with Ms. Derrick and Ms. Libman in ELA at Woodbury? Or taken jazz band in eighth grade? What if I hadn't tried journalism as a freshman?

I wouldn't be me, that's for sure. Each of these teachers gave a little bit of themselves to me, hoping that I might pass that generosity on to the world.

Editor's Note

As Amy Hanauer said in her TED talk, it takes more than one person to build public policy. So, too, does it take more than one person to make an outstanding school district. The saying, "It takes a village to raise a child," is true. An entire district helped raise me.

Whatever I do from now on will always be partly credited to the school district I came from and the people who educated me.

Continuing this tradition is a team effort. It always has been and always will be. The Shaker schools and community have always been hyper-involved with district decisions -- as they should be. More parents should join the ranks of the PTO and attend school functions. Solving the achievement gap, the issues of integration at lunch tables and the racial divides in some sports teams will take more than school initiatives.

Changing the name of classes from 'college prep' to 'general' only provides a surface solution to a bedrock problem. Administrators should mirror parents' sentiments. If Test Mania can rile up so many people, the administration should protest just as passionately against the testing onslaught -- and vocally, too. Their most recent letter attempting to assuage concerned parents may not be enough. Furthermore, when administrators or others in the district can't comment for The Shakerite's stories for privacy reasons or the like, they should give a reason why.

We all contribute a small part of ourselves when we walk these halls. It's a more lasting impact than we know.

It doesn't seem very transparent, despite the administration's claims, when decisions are made with no explanation behind them.

And teachers, I couldn't do what you do, but I hope that I will work as hard as you. I hope I can one day be as dedicated to my vocation. My only request: don't conform. Your unique perspectives, stories and teaching methods bring more to the classroom than any prescribed curriculum could.

The Shaker school district compels students to make their mark on the world. As individuals and as members of groups, these students go on to be rappers (Kid Cudi and Machine Gun Kelly), politicians (Marcia Fudge, Lee Fisher, Jane Campbell), actors and writers (Paul Newman, Michael McElroy, Carter Bays), journalists (Wesley Lowery, Andy Borowitz, Jeff Gerth), entrepreneurs (Samuel Glazer), professional athletes (David Mark Berger), singers (Michelle Federer) and novelists (Susan Orlean, Celeste Ng) and more.

Not every district can offer so impressive and extensive a list. State report cards and test scores never tell the whole story. That's especially worth remembering in a place like Shaker.

Yet we have our problems -- and not too few of them, either. But I truly believe that Shaker, of all places, can solve them. It really is time to forget our differences and instead use them to better our schools.

Maybe I'm too idealistic. Maybe I'm just a sentimental senior. Maybe I'm too naive about how the real world works.

But can't we all hope?

MARCIA BROWN//THE SHAKERITE

A student in Cathleen Grieshop's kindergarten class at Lomond Elementary School asked to go to his locker Jan. 9 and instead ventured outside the building. A neighbor later found him and called the police.

After Lomond Incident, District Reviews Security

No "articulate policy" for allowing students to go to restroom, lockers

JOHN VODREY WEB MANAGING EDITOR

In his Feb. 24 email to Lomond Elementary School parents and staff informing them of the district's decision to place kindergarten teacher Cathleen Grieshop on administrative assignment for the remainder of the school year, Superintendent Gregory C. Hutchings, Jr. promised to review security practices districtwide.

"If there are changes we need to make to our security measures, policies, and procedures to protect our children at Lomond and our other schools from this type of danger, we will certainly do so," he wrote.

The district put Grieshop on administrative leave Jan. 9 after a student asked her to go to his locker and instead ventured outside the building, according to Shaker Heights Teachers' Association President John Morris.

Morris said Grieshop realized her student was missing after five minutes and called the main office, computer lab, lunchroom and aftercare. A neighbor found the student and called the police minutes later.

Shaker teachers and parents voiced concern over the district's security practices at a Board of Education Meeting Feb. 10. Third grade Fernway teacher Lena Paskewitz read a letter signed by 123 Shaker faculty members asking the district to "use this unfortunate event to review and improve [security] procedures" rather than firing Grieshop.

In an interview March 10, Hutchings declined to say whether Grieshop followed Lomond's protocols. He said procedure for allowing students to go to the restroom or their lockers and what to do if a student goes missing, particularly how long to wait before contacting someone and who to contact, varies among the schools.

"Overall, the district policy is that a teacher needs to know where students are at all times. How that happens could vary at each school," he said. Lomond Principal Carina Freeman did not return emails and phone calls seeking an interview on the school's safety practices.

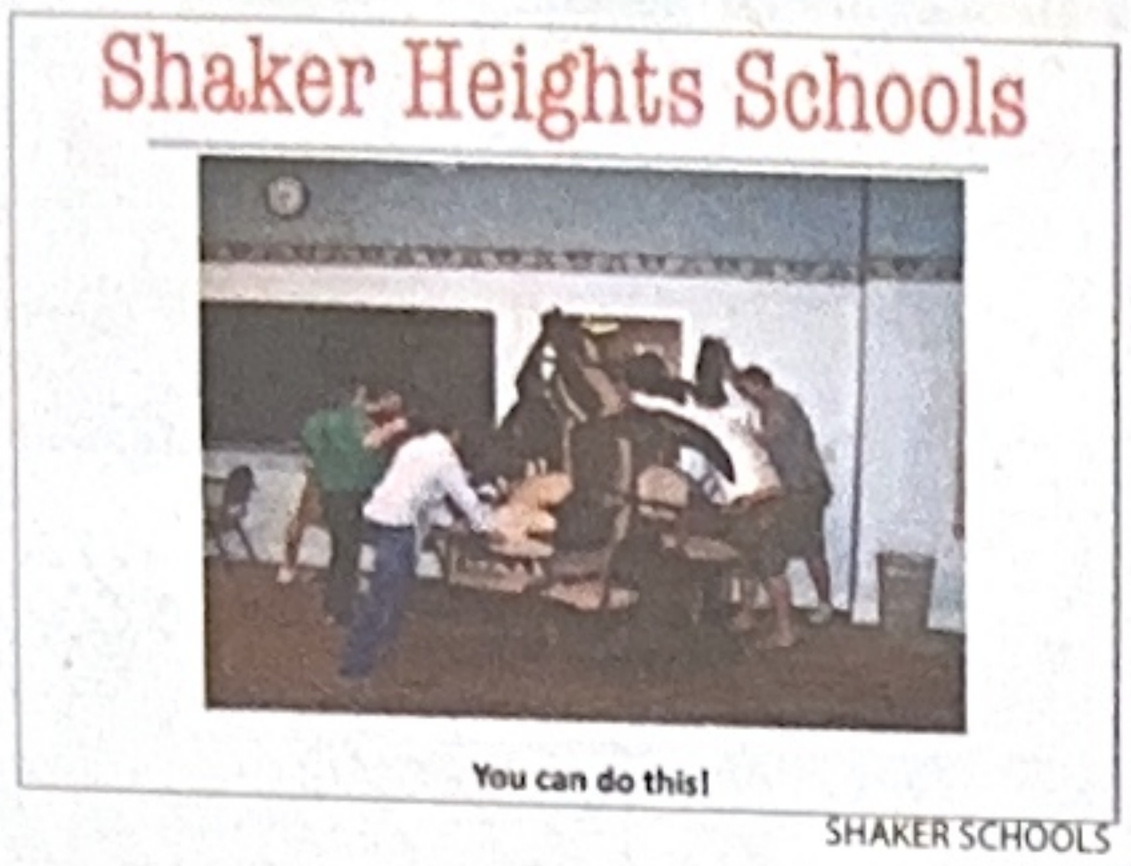
Gregory C. Hutchings, Jr.

"There's yet to be a really articulate policy" regarding when and how teachers should permit students to go to their lockers or the restroom, Morris said. Each school provides guidelines to teachers, but each teacher submits his or her own classroom policy, which is approved by an administrator, according to Morris.

Hutchings said the Jan. 9 incident was the first time a student leaving a school building unattended has "come across my desk." This is Hutchings' second school year as superintendent. He said he was surprised when teachers told him there have been similar incidents recently.

"From what I'm hearing from teachers, this has happened before. That was new information to me," Hutchings said, adding he's still "trying to get a straight answer" on how and when those incidents occurred.

Communications Director Peggy Caldwell said she's not aware of any records



Shaker Heights Schools

You can do this!

SHAKER SCHOOLS

Flaws in Lockdown Drills Across District

At four out of eight Shaker schools, classroom doors were left unlocked during lockdown drills this school year, according to information provided by the district.

District administrators gave presentations at each school regarding lockdown drills with the aid of a PowerPoint, which the district sent to The Shakerite.

The PowerPoint lists each school's "areas to improve" for future lockdown drills. At the same four schools that had unlocked doors, the presentation noted that administrators patrolling the hallways during drills saw some students in their classrooms. Students are supposed to hide in areas that are out of sight from the hallway.

At another set of four schools, teachers were reminded that they needed to take either a head count or roll call of students in their classrooms.

The high school's slide recommends that administrators "clearly communicate an alert signal throughout the building," and include custodians and food service staff in future drills.

This year, the district worked with the Shaker Police Department to develop options for teachers if they were ever confronted by a violent intruder, according to Superintendent Gregory C. Hutchings, Jr. Some techniques were adapted from the controversial ALICE model, which encourages teachers and students to overwhelm and distract a gunman.

One slide of the PowerPoint, captioned "You can do this!," displays an image of students barricading a classroom door with chairs.

The next slide shows five adults holding down a man on the floor. "What is the 'Pile On!' technique? A person lays on the arms, legs and stomach," the caption reads.

The PowerPoint contains no further information on either of these methods. "If directly faced with the attacker, consider your right to self-defense and choose the appropriate action to protect your life and those of your students," an earlier slide advises. Hutchings said the district does not plan to provide teachers with training on either of these methods.

"Our staff members are encouraged to exercise their judgement if they were in a situation like that," said Hutchings. "We just want to provide teachers with some additional options. We don't want to tell teachers, 'This is what you have to do, this is what you better do.'"

The district held its lockdown presentation at the high school Jan. 5, two months after The Shakerite Editorial Board criticized Hutchings for not revising the district's emergency response plan and deciding whether to adopt ALICE practices before the school year, as he said he would.

Shaker Heights Teachers' Association President John Morris, who teaches at the high school, said that the meeting there "was an effort to address the issue; I don't think it was completely adequate."

Morris thinks the district should provide training. "I would like to see a uniform response policy in the district. Something along the lines of ALICE training," said Morris. "Our idea was that either teachers and administrators could collaborate on a program, or actually have [the ALICE Training Institute] brought in, but that doesn't seem to be going anywhere at this point."

MARCIA BROWN//THE SHAKERITE

Heather Macks, a parent of one of Grieshop's students, still feels concerned about security. "The safety of our children is still in question," she wrote in an email interview.

the district keeps of students leaving elementary school buildings unattended.

Lomond parent Corinne Berrett, whose child is in Grieshop's former class, said after the Feb. 10 board meeting that she's disappointed with Lomond's security measures. Berrett, who moved here from Florida, said the school her children would have attended there had sensors on the doors that would notify the office if a student left during the school day. She suggested Shaker consider installing something similar.

No Shaker school has door sensors, according to Hutchings. He said the district is looking into whether other first-ring Cleveland suburbs have this technology. Beyond this, Hutchings declined to say what the district is considering changing as it reviews security in the wake of the Lomond incident.

Hutchings declined to disclose whether there is a security camera located at each exterior door in every Shaker school, or if a staff member monitors feeds from the cameras in real time at any of the schools, saying that releasing this information to the public could compromise school safety.

All eight Shaker schools' exterior doors are locked once school starts, Hutchings said. Secretaries unlock the main entrances remotely at all schools except the high school, according to Hutchings.

Secretaries typically ask through a microphone whom visitors are there to see before letting them in. Once inside, visitors must sign in and present an ID.

Security guards are stationed at Woodbury, the middle school and the high school, but not at the five elementary schools, Hutchings said.

Hutchings advised that The Shakerite interview Assistant Superintendent of Business and Operations Stephen Wilkins, who oversees the security department. Wilkins' secretary referred The Shakerite to Safety and Security Coordinator Vic Ferrell, who said March 5 that he was unable to do an interview because the district "is looking at a lot of stuff right now."

Presented with this information, Hutchings reaffirmed that Wilkins was the right person to interview in an email to The Shakerite and Wilkins. Contacted again March 5, Wilkins' secretary said that Wilkins didn't have any space in his schedule for a 30-minute interview until April 9.

When former Security Director Mike Gale retired after last school year, Hutchings decided not to replace him. Ferrell, formerly in charge of high school security, is now in charge of district security as well, according to Caldwell.

Hutchings said he considers this a pilot year, and the district will review its security management structure at the end of the school year. "It's really difficult for me to say at this point whether or not we need an actual director of security. I can say that in the years that we have had a director of security, we've still had incidents and issues that have occurred in regards to safety," he said.

Heather Macks, a parent of one of Grieshop's former students, said in an email interview March 3 that she's still concerned about security.

"I don't feel the heart of the problem or the event that started this whole debate/issue has been corrected! The safety of our children is still in question," she wrote. "I don't want a prison for my child, but in this day and age we can't bury our heads in the sand and think nothing will happen. I still believe a better system needs to be put into place to keep our kids in the school and keep strangers/danger out."

> **"Overall, the district policy is that a teacher needs to know where students are at all times. How that happens could vary at each school."**
>
> **GREGORY C. HUTCHINGS, JR.**

New Plan Aims to Make Those Years Less Difficult

Changing nine 39-minute periods to eight 50-minute periods, new schedule eliminates Cycle class, changes structure of art programs

GRACE LOUGHEED STAFF REPORTER

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GRACE LOUGHEED//THE SHAKERITE

A previous proposal for the new middle school bell schedule made students alternate between music classes one semester and art classes another. Band Boosters Presidents Jennifer Kidd and Irene Meyerhoefer emailed the school board with concerns about this change, spurring a new schedule.

When the district hired David Glasner as Shaker Heights Middle School's new principal, Assistant Superintendent of Secondary Instruction Marla Robinson singled out the school's 39-minute class periods as a primary concern.

"That's something we'll be talking about," said Robinson in June 2014. "That's not enough time for teachers to teach sufficiently."

Now, all those talks have come to fruition, with the middle school's plan to alter its bell schedule to increase instructional time.

The current bell schedule at the middle school comprises nine 39-minute-long periods. The proposed changes will create eight 50-minute-long periods, accomplished by altering the school's curriculum.

GRACE LOUGHEED//THE SHAKERITE

Arts teachers look forward to having longer class periods, allowing them to do more during that time.

"I think that next year's middle school program and schedule really meets the needs of all of our students," said Glasner. "It is an exciting opportunity for the middle school -- we've created a schedule that allows students to deeply engage in skill development and rigorous learning and Common Core work within the IB framework."

"I think this schedule works for all different types of students in many ways," Glasner said.

Eighth grader Eliana Sosian said that the current 39-minute class periods affect instruction. "The teachers are always rushing," she said.

Band Boosters co-president Jennifer Kidd believes that a prolonged class period is necessary.

"It's a great thing to have longer periods during the school day so that kids in band will have more time actually in band. That's going to be, I think, a really great thing," Kidd said.

Middle school art teacher Adrienne Richard-Casselberry agreed. "Especially with the requirements of IB, having the class period be longer -- that's golden," she said. "We'll be able to really do a lot with that amount of time. It's exciting. We can really develop skills, develop our IB lessons, and the students can really delve into the curriculum."

> **"The one thing that Shaker has been able to provide that has been really strong is that we support the arts, and having the kids have to choose between [visual arts and music] at this level is unfortunate."**
>
> **ADRIENNE RICHARD-CASSELBERRY**

A previous draft of the schedule, proposed Nov. 9, suggested students would have the option of taking one full year of music, one full year of visual art or one semester of each. Students who opted to take one semester of each would have had music first semester and visual arts second semester.

Band Boosters Presidents Kidd and Irene Meyerhoefer expressed their concerns for the integrity of Shaker's music programs in an email to the school board at that time.

"We are asking you to leave the 9 period day intact at the Middle School to allow students to continue to develop musically as well as choose to take an art class or a second language," wrote Meyerhoefer and Kidd in the email. "We believe that this is crucial to improving our students' musical abilities that carry over into the High School programs."

"The Shaker community (residents, students, alumni, etc.) cares about its music and art programs," wrote Meyerhoefer and Kidd. "You say Shaker Heights Schools provide 'A World of Opportunities.' The Shaker music and art programs are a big part of what makes Shaker attractive to prospective residents and keeps alumni coming back."

The school board recognized the band boosters', parents' and community members' concerns and altered the proposed schedule, giving students the option of taking one year of music, one year of visual art or one year of both.

"If they had kept music one semester on and one semester off, it would have definitely negatively affected the quality of the band program," said Meyerhoefer. "There are certain people who look forward to the band program, and we were disappointed that it would have been affected."

Kidd said, "We really thought [the proposal] was not an option, that it was going to end up being very disruptive and that it was really not workable."

The two still have concerns, however, about incoming students' participation in music programs

"It might reduce the number of kids who go into [band]," Meyerhoefer said.

Kidd agreed. "I think it will improve the quality of the kids who are in band, but it's going to decrease the number of kids who play in the band," she said.

Richard-Casselberry believes that giving middle schoolers the option whether or not to take art is not the best choice. "The one thing that Shaker has been able to provide that has been really strong is that we support the arts and having the kids have to choose between [visual arts and music] at this level is unfortunate," she said. "The middle school time is really a time to explore. They're still developing. They don't really know what they want."

Irene Meyerhoefer

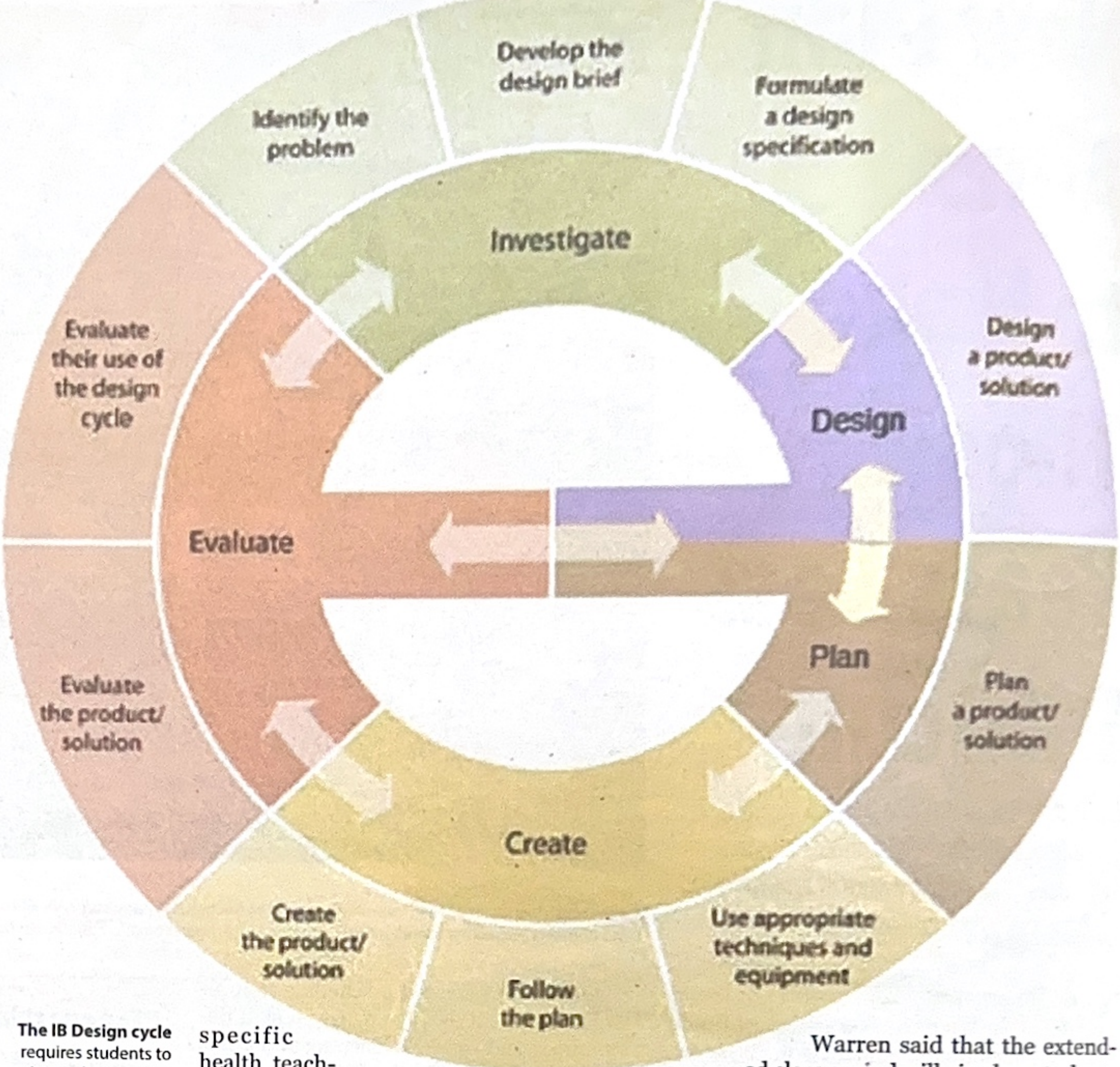
Students who opt to take one year of both music and art will take an extended-day visual arts class four days per week during Raider Time, previously known as conference period, from 3-3:50 p.m.

"Raider Time is still something that we're working on solidifying exactly what it will look like next year," said Glasner. "I will say that we know from the feedback we've gotten from students, staff and community members that the way conferences are currently scheduled is effective for some of our students and some of our teachers. We can strengthen it, and that's our goal. We want to make it more effective for more students and for more teachers."

"If there's a lot of people in the conference, then the teacher only gets a few minutes with you if you need to get something accomplished," eighth grader Ava Edelman said. "You don't get as much time as you would hope to get."

Program Planning Committee member Eric Siler said, "I see a lot more flexibility with [Raider Time] and a greater way for students to extend or understand their academics and extracurricular activities."

With the changes, Physical Education will take place five days a week for one semester. Students currently have three quarters of PE and one quarter designated for a health course during their gym period, with specific health teachers. With the proposed schedule, however, health will become part of PE and current PE teachers will teach the health material.


Develop the design brief
Identify the problem
Formulate a design specification
Investigate
Evaluate their use of the design cycle
Design a product/ solution
Design
Evaluate
Plan
Evaluate the product/ solution
Plan a product/ solution
Create
Create the product/ solution
Use appropriate techniques and equipment
Follow the plan

The IB Design cycle requires students to investigate, design, plan, create and evaluate a problem in next year's STEM-aligned design course.

PE department chairman and Program Planning Committee member Timothy Richards expressed concern that blending PE and health curricula will cause a loss of health and PE teaching positions. "We're getting hammered pretty bad. We're looking at losing three of our seven teachers, so it's hit home pretty close," he said.

"It's going to be very hard to maintain the quality of what we consider an excellent health program," Richards said.

The changes will affect long-standing curricula. Under the proposed bell schedule, traditional, quarter-long Cycle classes such as woodshop and cooking will no longer exist. Instead, middle schoolers will take a STEM-aligned IB Design following the same schedule as PE, occurring five days a week for one semester.

"I would expect elements of many of our current Cycle classes to be integrated into the Design curriculum moving forward," however, Glasner said.

Tracey Warren, who teaches Design Product 8 this year, explained that because her class will now be a semester long rather than a quarter, "I'm looking forward to having my students for 18 weeks."

Warren said that the extended class period will give her students an "opportunity to elaborate and expand on our units" and "time for a more global view of the subject."

"I really believe that the Design class is going to be a centerpiece of our school moving forward. It is a class that will prepare our students for life in the 21st century, to be problem solvers, to collaborate, to be innovative, to use technology, to complete tasks and solve problems," said Glasner. "Design course will rest on the IB design cycle. The design cycle requires students to identify a problem, investigate and research solutions to those problems. We're infusing science technology, engineering and mathematics into that cycle."

Edelman wants Cycle classes to be "something more interactive," and "more hands-on, not just researching different things and sitting at a computer and doing math programs."

The proposed changes also eliminate most study halls. Currently, students have one period broken into two 21-minute halves for lunch and a study hall. With the new schedule, students will have a 25-minute lunch period with no study hall.

Glasner said, "There may be some specific cases where study halls might exist. But certainly lunch study halls will not exist anymore, and the majority of other study halls won't either."

THINKERS • INQUIRERS

GRACE LOUGHEED//THE SHAKERITE

The bell schedule changes at the middle school aim to better comply with International Baccalaureate and Common Core State Standards requirement. "I think that next year's middle school program and schedule really meets the needs of all of our students," Glasner said.

ANDREW BOYLE//THE SHAKERITE

However, the middle school may adopt lunch clubs next year, which are currently active at Woodbury. Lunch clubs are used for club meetings during the day rather than after school, allowing students to eat in smaller groups.

"[Lunch clubs] may take more form of a lunch bunch here. It doesn't necessarily have to be a specific club. We want to give students the opportunity to eat in smaller groups, if they would like," Glasner said.

Middle school students can still take two world languages. Incoming middle school students who opt to take two world languages will be required to take PE and design during Raider Time.

There are currently 18 seventh graders enrolled in two world languages. This group of students will be "grandfathered" for the 2015-2016 school year and receive an optional exemption from PE and design, according to Glasner. This exemption will not exist for rising seventh graders.

The structure of advanced math classes will also change. "Highly advanced middle school students who meet the criteria for the 9 Math Honors class will still be able to take the class," said Glasner. "However, we will be offering the class at the middle school next year so that the cohort of students will no longer have to travel to the high school."

When the Program Planning Committee began discussing possible schedules for 2015-2016 block scheduling and an extended nine-period day were considered.

"Initially, actually when we started this process back in November, if you were to ask me to place a bet on which is the result we would end up with, I would have said hands down it's going to be the block option," Glasner said.

GRACE LOUGHEED//THE SHAKERITE

From 2015-2016 onwards, students will take one year of music, one year of visual art or one year of both.

The committee eventually decided this option would not fit the middle school. "When we put pen to paper and tried to figure out how block schedule would work, we came across really insurmountable, logistical and staffing challenges here at the middle school," said Glasner. "It requires a different staff set up and a different school set up then we already have."

"We came to a point where as hard as we tried, we couldn't overcome that. Secondly, we did research on block scheduling, and it requires faculty to be trained in a whole different way, a whole different approach to instruction, and we learned in our research that is a hard change to make in a short amount of time," Glasner said.

An extended nine-period day would prolong the school day until 3:45 p.m., posing challenges for Raider Time.

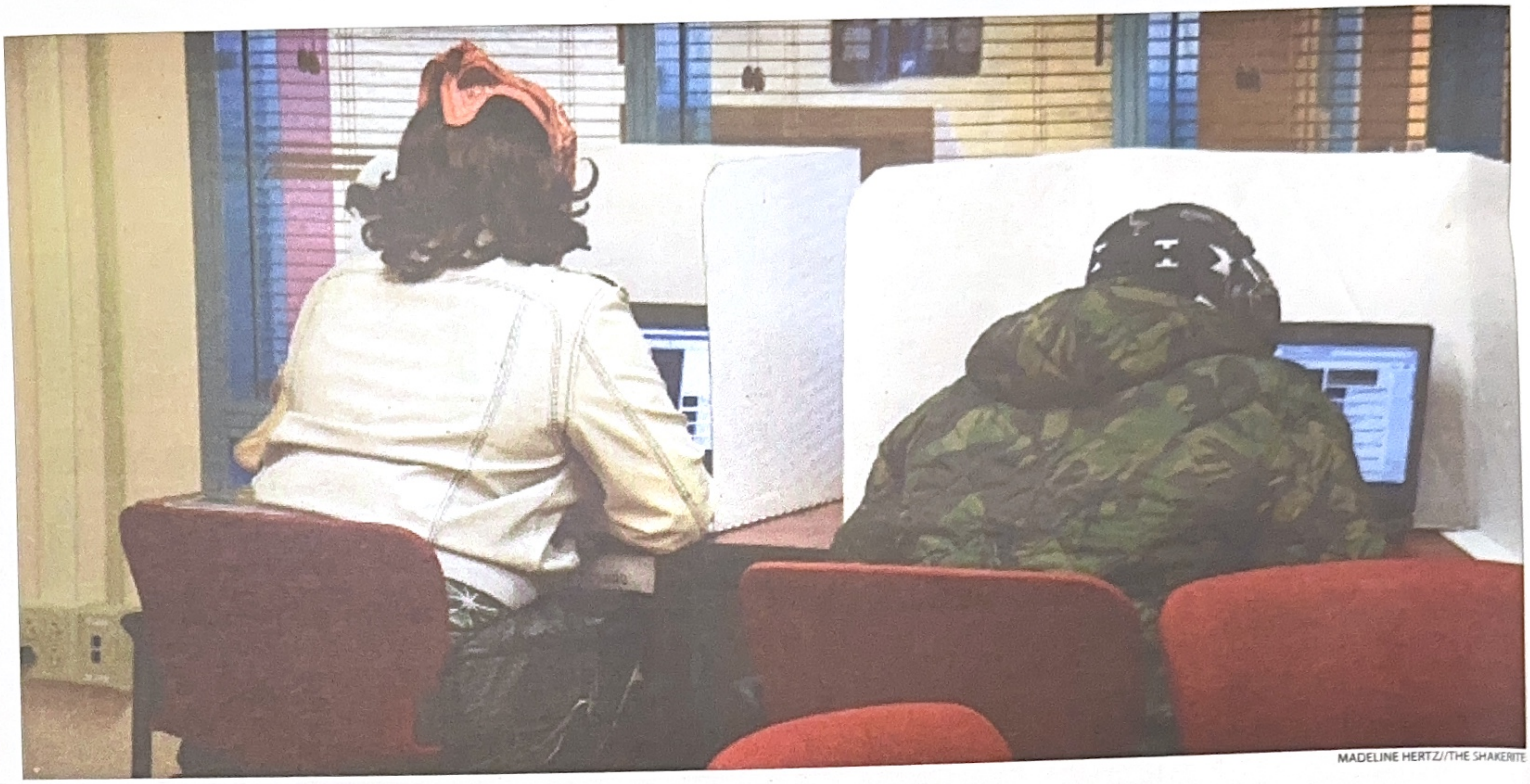
"We knew there would be parents who would have a real issue with their students being required to stay that long all the time. Secondly, it's really important to have a teacher meeting time, and we have that built into our schedule now," Glasner said.

Richards explained that in December, the faculty submitted an alternative proposal that preserved the number of periods, but increased them from 39 minutes to 46 minutes.

"The administration insists that [the periods] have to be 50 minutes. We feel this is a financial move because they're cutting out a whole period and that reduces the number of required teachers," said Richards. "This has really hurt faculty morale, and we're extremely concerned about all the unanswered questions for next year."

Glasner, however, emphasized teachers' role in creating the new procedure. He sees the new bell schedule as a positive change.

"I really want to reiterate that this schedule would not be possible without the feedback from so many of our community members and our stakeholders and our teachers and our students. We made many revisions and changes along the way thanks to the ideas and input we received," said Glasner. "I really want to thank the Shaker community and the school for their passion about this, their interest in their children's education and the support of the work we do here."



MADELINE HERTZ//THE SHAKERITE

Students take online classes in the new Innovative Center for Personalized Learning and Family Engagement in the Stephanie Tubbs Jones Building as an alternative to a traditional learning environment.

Learning Center Helps Students Grow

Online, blended course options give students more ways to earn credits

SARA MESIANO CAMPUS AND CITY EDITOR

In Fall 2014, the basement level of the Stephanie Tubbs Jones Community building opened to students looking to earn their high school diploma digitally.

A joint project between the City of Shaker Heights and Shaker Schools, the Innovative Center for Personalized Learning and Family Engagement transferred Shaker students who were previously attending North Coast Academy in Richmond Heights, an alternative setting school open to students throughout Northeast Ohio.

As a satellite campus to the high school, the Innovative Learning Center, or IC, follows Initiatives 1.2 and 2.3 in the Five-Year Strategic Plan, which aim to "design innovative instructional programs and practices to meet the varied needs of our learners."

The district decides to send students to the IC on a case-by-case basis. "The counselors, the assistant principals, the teachers -- they've been working with the student over time, and the family, and then there's a consensus and a decision," said Principal Michael Griffith. "There are some students where the brick and mortar, the high school, the four walls, for whatever reason, doesn't work. It could be family challenges and problems and then attendance is an issue. It could be that they had some horrible illness for a time period. And somehow, some way, their credits are short."

"It's useful for us to be able to help a kid catch up, it's useful for us to help a kid who had some challenges to kind of get through," said Griffith. "So we'll end up working with a kid here and for years, doing everything we can, intervening in every way we can, and at some point if that doesn't happen, it's really good we can have another option."

This year, students at the IC have been relocated from North Coast Academy. Griffith said these students typically work on "remediation, credit recovery and catch-up."

Before the IC opened, Shaker students earning their diplomas in an online setting attended North Coast Academy, which served students from across Northeast Ohio. Students were bused there and would typically not spend any time at the high school. North Coast Academy closed its doors in June 2014, two months after the IC opened.

"Basically through visiting that program and looking at other options, we found that we were able to bring the students back to Shaker so they would not be so far from the home campus," Assistant Superintendent of Curriculum and Instruction Marla Robinson said.

"[Students] did not have any opportunity to participate in anything at Shaker. If there was an after school club or a sport, by the time they would get back it would not be feasible," said Robinson. "We really wanted to bring them back and have them be a part of us, because they are a part of us."

The Educational Service Center of Cuyahoga County, which supplies educational services to schools throughout Northeast Ohio, provides the IC's online curriculum through the Ohio Online Learning Program. "The Educational Service Center of Cuyahoga County had started having an online curriculum a year ago," said Robinson. "So all these pieces came together at the same time."

Ohio Online Learning Coordinator Mark Curtis outlined their offered curriculum in an email interview. "The courses are set up to be self-paced allowing a student flexibility," wrote Curtis. "Textbooks are electronically embedded in the curriculum and work is submitted online." Additionally, students can communicate with other students enrolled in an online course through an online discussion board and with online instructors through email.

"There are 1,000 possible points that can be earned for each semester course and there are assessments throughout for mastery along with a final exam," wrote Curtis.

Local foundations and corporate sponsors paid for half of the IC's $212,000 start-up cost. Sponsors include Huntington Bank, The Arminius Foundation, A Night for the Red & White 2014 and the Shaker Schools

> **"We'll end up working with a kid here and for years, doing everything we can, intervening in every way we can, and at some point if that doesn't happen, it's really good we can have another option."**
>
> **MICHAEL GRIFFITH**

IC Coordinator Gina Eaton emphasized that each student at the IC receives an individual experience. "It's very personalized, it's very individualized, so some students go back to the high school for elective courses, some students are a part of clubs and activities," she said.

MADELINE HERTZ//THE SHAKERITE

Foundation, as well as corporate sponsors FirstMerit Bank, Benesch, Forest City, KeyBank, Penske Cleveland and others.

"Fixing up the space -- that's something you do only one time. So now we use the money that we've used in the past for North Coast, to pay salaries and such," she said.

According to Griffith, the cost factors for sending students to North Coast Academy were "significantly more than if we tried to do something on our own."

Today, about 20 students are enrolled in each session of online classes at the IC. Shaker announced the first graduate of the center, Denzel Merritt (SHHS '15) on shaker.org in February.

IC Coordinator Gina Eaton says the center uses the idea of "blended learning," where students can interact with both online and personal instruction. The administration expressed interest in "blended learning" in the Strategic Plan.

A visit to the IC makes clear that Eaton and her staff have taken the concept of personalized learning to heart. The center is divided into a "quiet space" and a "loud space," with both laptop and desktop computers, along with carrels, lining the walls. "Some students are just naturally a little louder than other students, and it doesn't bother them, whereas some students need that quiet," Eaton said.

"It's very personalized, it's very individualized, so some students go back to the high school for elective courses, some students are a part of clubs and activities," Eaton said. Students at the IC engage in various extracurriculars at the high school, including Sankofa and orchestra.

A day at the IC is broken into two sessions, a morning session from 9 a.m. to 12 p.m. and an afternoon session from 1 p.m. to 3 p.m. While most students attend only one of the two sessions, some attend both and get a lunch break between sessions.

Students work with five tutors on staff, who conference with students to set and meet individualized goals. "I think 'tutor' is an understatement," said Eaton. "They support the students throughout the courses, helping them to cope and manage."

"They are the backbone of this entire organization," Eaton said.

Tutors meet with students daily. However, all high school credits are earned through the Lincoln Interactive software the ESC offers.

"It's almost like a traditional school setting. You have your lessons, we have a midunit quiz, you do projects, you do a final exam for each unit," said Eaton. "Depending on the subject it might vary a little bit, but in terms of the curriculum, it's pretty much the same."

Eaton thinks the online learning method has allowed students to "acquire skills in a different format." She said students are "learning how to take notes, learning how to communicate via email, learning how to submit assignments, learning how to work through obstacles, such as technological glitches."

The IC operates on a different internet server than the high school, and thus does not experience the same service problems that have plagued the high school this year. While Eaton said the center has had "its own set of problems," she emphasized that overcoming the technological difficulties is part of the terrain. "Anything with technology is not 100 percent. Learning how to navigate yourself through an online curriculum sometimes requires you to plan ahead."

In addition to possible technology setbacks, other drawbacks exist to online learning. "I think one of the disadvantages can be that you have to be really well-prepared to function with increased independence," Griffith said.

"When you're working independently in an online setting, it's up to you in a lot of ways to be self-disciplined and structured, and you don't have quite as much assistance as you would," Griffith said. He mentioned working detached from the building and being away from their social cohort can in itself present challenges.

"We've tried in the center to solve some of that," said Griffith. "Not only do they have a teacher through the Lincoln Interactive software that they can connect with and converse with online, but we also have support people there, physically who are sitting and working."

"You kind of get the best of both worlds. It's sort of a hybrid," he said.

Eaton says the center has successfully built "self-confidence and esteem" among students, and the results have begun to show. "We have already experienced our first graduate in the program," said Eaton. "We have quite a few students lined up to graduate in the next 30 to 60 days or so." Students who graduate with credits earned at the IC can walk the graduation stage with their classmates in June.

More than anything, there is a community atmosphere at the IC, Eaton said. According to Marla Robinson, students who have had poor behavioral records are typically not admitted to the center.

"While online learning is not for every child, Shaker has a process by which they determine what students are most appropriate for this learning platform," wrote Curtis. "This pre-assessment allows for a much higher likelihood of academic success which is always the ultimate goal."

"I think it's very important to just make sure we understand that this is an option. It's not punitive," said Eaton. "We're all in this together."

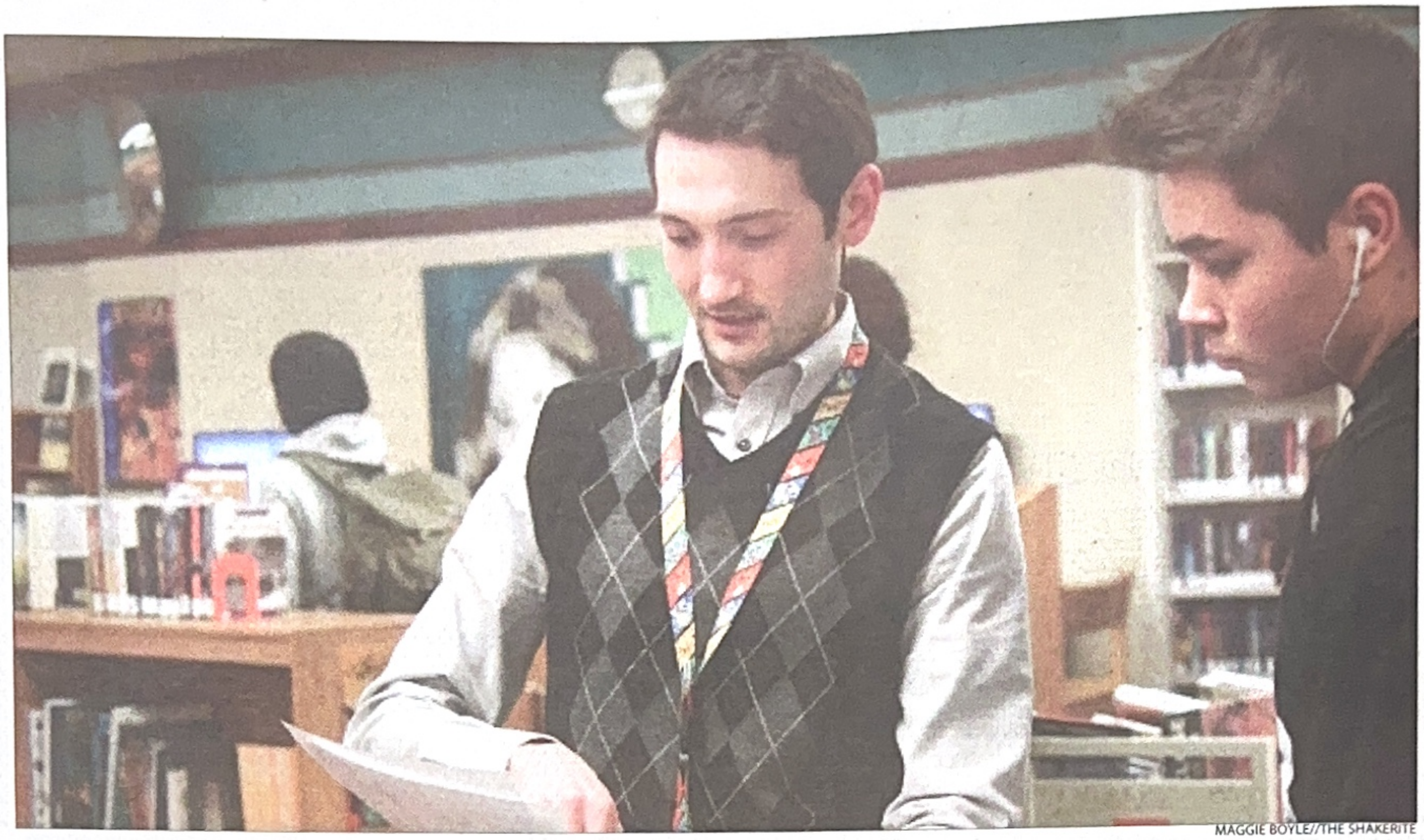
In the district's Five-Year Strategic Plan, the sixth goal within Strategic Initiative 2.3 states "Implement a personalized learning center," with a completion date in 2014-2015. The next goal, "expand the use of the personalized learning center," is to be met from 2015 onward, but the plan offers no specifics about this expansion.

"I think the long-term goal would be to look at education as not something that just happens within four walls of a regular classroom, that you have to be in desks and rows," said Griffith. He says students could be fully engaged in the IC while also having internships, or taking classes at the high school as well as at the IC.

"It just gives another format for delivery of quality instruction," said Griffith. "We can meet any student where they are and mix and match, blend together, piece together, what's going to work for them."

Moreover, online courses could be an option to students beyond the IC. "The online curriculum could potentially be available to students who can't fit something in their schedule," said Robinson. "But that does not necessarily involve going to the IC."

> **"I think 'tutor' is an understatement. They support the students throughout the courses, helping them to cope and manage. They are the backbone of this entire organization."**
>
> **GINA EATON**



MAGGIE BOYLE//THE SHAKERITE

The high school's Middle Years Programme coordinator, science teacher John Moore, has overseen MYP integration in the high school. International Baccalaureate representatives will examine Shaker for possible MYP certification in April.

MYP Certification Brings New Department Names

History, Social Studies, English get international revamp

SARA MESIANO CAMPUS AND CITY EDITOR

Late for English class? Joke's on you -- it's not English anymore.

On April 27, International Baccalaureate representatives will assess whether Shaker will be certified in the Middle Years Program. To prepare, Shaker changed department names for English, Foreign Language and Social Studies to Language and Literature, Language Acquisition and Individuals and Societies, respectively.

Shaker received authorization in its Primary Years Program and Diploma Program, but has yet to receive MYP authorization, which covers ages 11 through 16 and grades five through 10.

"What they're trying to do is kind of bring some uniformity to the nomenclature here," IB Coordinator and Individuals and Societies teacher Timothy Mitchell said.

"For instance, traditionally we used to call languages besides English here in this high school somewhat ironically, 'Foreign Languages,'" Mitchell said, referencing the fact that the IB philosophy avoids referring to other cultures as "foreign" to retain an international focus.

Although Mitchell described changes such as the department name alterations as "cosmetic changes," they are part of a larger plan: the coming judgement day on MYP certification.

> **"What they're trying to do is kind of bring some uniformity to the nomenclature here."**
>
> **TIMOTHY MITCHELL**

Documents on the IB website, ibo.org, state that among the criteria a school must meet to qualify for MYP certification, the school's educational beliefs and values must "reflect IB philosophy." Shaker changed department names to meet this criteria.

Sophomore Ally Nordstrom has misgivings about the changes accompanying MYP certification. "I think that it's unrealistic that people would actually think that way in everyday life," she said. "It doesn't have any value for our life . . . It's not like we're going to be smarter because of IB."

High School MYP Coordinator John Moore outlined the steps already taken to achieve authorization. "This is our third year of candidacy, and now finally, at last, all of our hard work is going to be recognized," he said. Schools must apply for candidacy before being considered for authorization, as Shaker did in 2012.

According to Moore, it's rare to have an entire district become fully IB-certified. "The most popular, by far, is the DP, followed by the PYP," Moore said.

Moore said that state testing requirements may have contributed to the extended candidacy phase. "As soon as we decided to begin our MYP journey, during our candidacy phase, that's when all these state tests came down, that's when the SLO's [Student Learning Objectives] came down."

This testing hasn't just affected Shaker. "They're trying to schedule 80 schools this spring, throughout the world, to go in to visit and . . . testing makes everything very compact," Moore said.

The visitation team, which will comprise three MYP coordinators from schools across America, arrives April 27 and will spend one day in the high school, half a day at Woodbury and half a day at the middle school. Exit interviews with coordinators, administrators and staff will make up the third and last day. The district rescheduled this visitation from its earlier Feb. 9 date to have more time to prepare.

In October 2014, Shaker sent Application A, or the "paper edition" of the process, off to IB offices, including written responses to all required authorization standards and practices. Moore said that feedback from this, which arrived in December, highlighted "assessment policies and organizing approaches to learning skills" as areas for improvement.

Moore and other MYP coordinators spent the following months addressing these areas. In addition to the ongoing implementation of the tenth grade Personal Project, IB requires additional evidence of following the international philosophy. The first 11 pages of the 2015-2016 Program Planning Guide, which also first mentioned new department names, are devoted to MYP policies and practices. Included are an academic dishonesty policy, a language policy, a special education needs policy, an assessment policy and an overview of the MYP.

"What you see in the Program Planning guide is an evolving document," said Moore. "With the feedback from teachers and some really critical reflection from the district as a whole, that document is allowed to, in fact

SHAKER HEIGHTS
UNITED STATES
GERMANY
FRANCE
Shaker
students strive to be...
knowledgeable

MAGGIE BOYLE//THE SHAKERITE

ENGLISH DEPARTMENT

MAGGIE BOYLE//THE SHAKERITE

Shaker applied for candidacy to achieve Middle Years Programme certification in 2012. As part of earning MYP authorization, the high school changed the department names for English, Foreign Language and Social Studies to Language and Literature, Language Acquisition and Individuals and Societies, respectively.

encouraged to, evolve, update and change with our district."

Because the MYP applies to Woodbury Elementary School and the middle school as well as the high school, each new policy and rubric has to apply to all three buildings. This has led to an increase in what Moore and Griffith described as "vertical collaboration" between buildings.

New language acquisition opportunities for younger students show this collaboration. "MYP is very adamant that we give our students the opportunity to be as fluent as possible in a second language," said Moore. "Because of that, we have to offer a second language to all of our students grades six through 12." Starting this year all sixth graders can learn all language offered at the high school except Greek.

Although Nordstrom saw little need for the changes at the high school, she sees this language change as a positive one. "My brother's going to be in sixth grade and he's really happy about all the languages and that he could learn more," she said.

Woodbury MYP Coordinator Amy Brodsky summarized other positive MYP-related changes, including a new design course for Woodbury students and the implementation of "common planning time" for teachers to integrate MYP into curriculums.

Brodsky says Woodbury students responded positively to the MYP adoption. " [Students] have all lived through the authorization process in their elementary buildings in the past, so much of this is not new," wrote Brodsky. "It has been a relatively easy transition for our students since they are used to the type of work and language that IB promotes."

"For Woodbury students, this is just 'how we do school,' " Brodsky wrote.

Above all, Moore appreciates the hard work it's taken to get to this point. "I've been to many schools. I went to an IB school when I was in high school. There is no other place that could possibly do what we're doing now in the context that we're doing it," said Moore. "These people -- teachers, staff -- have been doing absolutely incredible work amongst and amidst all of these other changes in education."

Principal Michael Griffith laid out the possible results from the MYP coordinators' visit. "[The results] could be anything from 'You're totally, 100 percent on board' to 'You're on board, but there are areas you need to continue to grow and work in,' and there's always the option that they could say 'You're not ready.' " Griffith said that the district is confident on receiving the certification. However, the process may take longer than expected.

"Very, very rarely do schools get authorized directly after their visitation," said Moore. "Usually they'll give some feedback, some comments, the school responds and then there's that authorization piece."

The new department titles will not affect course offerings. "I don't think it makes any difference," said Mitchell. "It doesn't change the courses, it's just changing labels, as I understand it."

"When you change a department's name, it doesn't change for us what's included. It's still going to be history and social science courses," Mitchell said.

Junior Anav Sood considers the changes unnecessary. "All you're doing is convoluting generally accepted terms for the purpose of sounding extremely pompous for absolutely no reason," he said.

"I didn't acquire anything in my Latin class," said Sood. "I learned a language."

Nordstrom agreed. "I think [the department names] were good the way they were," she said. "It's not that important."

"You're not going to be removed from the Middle Years Programme. It's our curriculum."

MICHAEL GRIFFITH

Despite resistance to the changes, MYP is not optional for students grades six through 10. The Diploma Programme, on the other hand, is: students can choose whether to become IB Diploma Candidates. Even for diploma candidates, "it's a different conversation because the diploma program is a program, and you can be removed from a program," Griffith said. In the case of the diploma program, he said if a student breaks a policy he or she could be removed.

"If you broke an academic honesty policy . . . you could end up being removed," said Griffith. "You're not going to be removed from the Middle Years Program. It is our curriculum."

Mitchell said that more significant changes relating to MYP certification will be seen in the future, with longer-term effects.

"I think what people will start seeing is efforts for teachers to integrate IB-style methods of inquiry, IB types of assessments and IB rubrics," said Mitchell. "There'll be a transition for that, but I think that's actually something that will be positive."

The results from the visitation could come as early as before the end of this school year, but that won't be the end of Shaker's MYP journey. "Authorization is not the close of the book. It's the end of the introduction," Moore said. Every five years, MYP representatives will physically come back to Shaker and check up on progress in a "re-evaluation visit."

With the hoped-for authorization, Shaker aims to create a more fluid connection between buildings through MYP attributes that cross grade levels. "I hope it will mean that when kids finish ninth and tenth grade, some of the things we do in the diploma program will appear more natural," Mitchell said.

Graduation Rates Grow 6 Percent, Reflecting New ODE Standards

After state changes graduation rate measurement, school practices and extra help encourage students to graduate with their class

MARCIA BROWN EDITOR IN CHIEF
SARA MESIANO CAMPUS AND CITY EDITOR

Commencement

KEVIN G. REEVES

The class of 2013's graduation rate increased more than six percentage points from the class of 2012, from 83 percent to 89.4 percent. Changes in how the Ohio Department of Education measures graduation rates affected this growth.

There were more red and white caps in June at the Class of 2013's commencement than in previous years. In fact, the class of 2013's four-year graduation rate grew six percentage points beyond that of the class of 2012.

The Ohio Department of Education reported Shaker's four-year graduation rate as 89.4 percent in its state report cards released this September, the highest in the last three years and a significant improvement on the class of 2012's 83 percent. The achievement earned a state report card B rating, an increase from the class of 2012's D rating last year.

Junior Abby Connell, who intends to walk across the graduation stage in 2016, is encouraged by the rising rate, but thinks it could be higher. "I thought it was too low," said Connell. "I mean, I don't know what other schools like us look like in terms of graduation rates, but the fact that quite a few people don't graduate each year was never something I had thought about."

According to ODE state report card data, Beachwood City School District's graduation rate is 95.9 percent, Orange City School District is 95.4 percent and Cleveland Heights-University Heights School District's is 80 percent.

"The fact that it's gone up so quickly is definitely promising,and I hope it continues to grow," she said.

Dale Whittington, the district's director of research and accountability, attributes this change in part to the state's altered description of a four-year graduation rate.

> **"We're tracking each individual students as opposed to just doing numbers."**
>
> **JOHN CHARLTON**

In 2011, the ODE began reporting a longitudinal graduation rate using the class of 2010's data.

ODE Associate Director for Media Relations John Charlton said this system accounts for individual students' graduation dates, rather than taking the number of graduates from each graduating year and comparing that number to the original ninth grade enrollment.

"If 100 students start as freshmen, and 10 dropout, and 10 new ones come in and 100 graduate, your graduate rate is not 100 percent," said Charlton. "It's less than that because it accounts for the 10 who dropped out."

"We're tracking each individual student, as opposed to just doing numbers," Charlton said. He explained that the ODE adopted this method because it allows comparisons between Ohio and other states.

The ODE website specifies that the new system tracks four-year graduation rates by "dividing the number of students who graduate in four years or less with a regular or honors diploma by the number of students who form the final adjusted cohort for the graduating class." This final cohort includes any student who identified as a ninth grader four years prior.

Principal Michael Griffith attributes Shaker's rate increase partly to administrative efforts, such as more efficient paperwork aimed to raise the graduation rate.

"If students took an English class over the summer, but didn't turn in the paperwork, they might not be included in the class, and so we are more expressly trying to monitor kids," said Griffith. "We remind them to get the credit in. Somebody has to keep an eye on that."

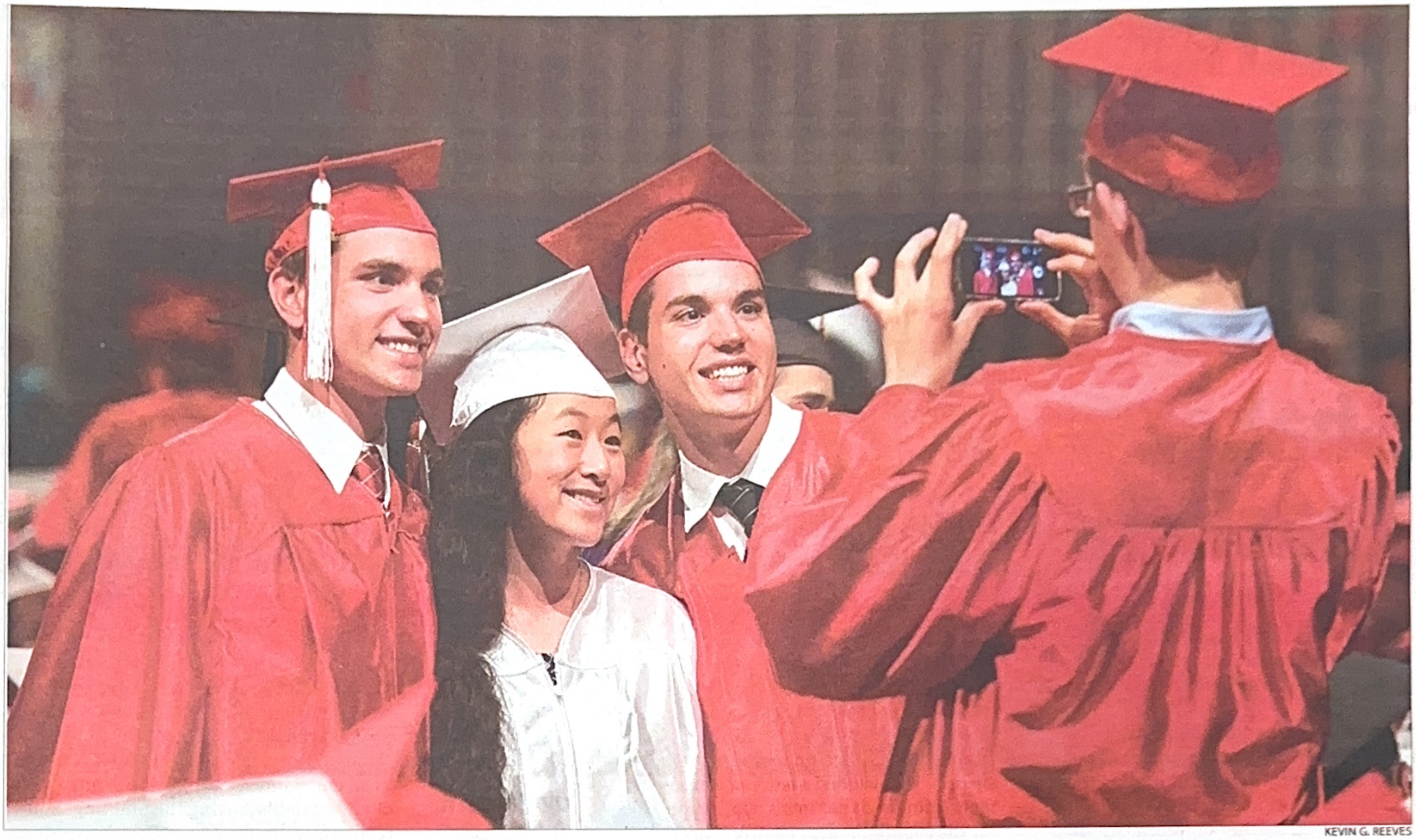
Students who earn the credit, whether it's an OGT or a summer course, are pushed to get the credit into the system for verification so they can be included in their graduating cohort.

"It's big stuff and little stuff," Griffith said. He meets with some students individually when he is concerned they are not meeting their Adequate Yearly Progress goals. AYP refers to national standards that track student growth, encouraging graduation within four years.

According to Whittington, "its base year is the ninth grade. If a student graduates in five years, they don't count federally, but they do count in the state numbers."

Whittington explained that the system is cumbersome because of the law that bans states from using students' social security numbers, making it impossible to track students digitally. "There is not a state system to track the same students over time," said Whittington, "so the system data doesn't follow you from school to school. They only have a paper record."

Instead, the state uses a label called the Statewide Student Identifier. SSID's unwieldiness makes changing schools difficult. Without an electronic record, transferring credits and data into the new system is cumbersome and makes determining the credit status of students who move into the district much more challenging.



KEVIN G. REEVES

According to Ohio Department of Education's Associate Director of Media Relations John Charlton, the new system used to track graduation rates measures each student individually, rather than a class as a whole. Shaker's graduation rate went up six percentage points, a change attributed to the state's new measurement method and practices within the district.

Superintendent Gregory C. Hutchings, Jr. said that the district begins this process before the student even reaches high school. Hutchings hopes that his elimination of social promotion in 2013 will create a smoother transition to the high school.

"We want to make sure that kids are going into the ninth grade with the skills that they need," said Hutchings."We want to make sure that if a student doesn't have all of their credits to become a sophomore that we instantly put together a support plan for them, so that they can still graduate within four years."

"I think we're looking at the other factors that are causing students to not be on grade level, social or emotional needs that have not been met," Hutchings said. The high school has policies designed to meet that need.

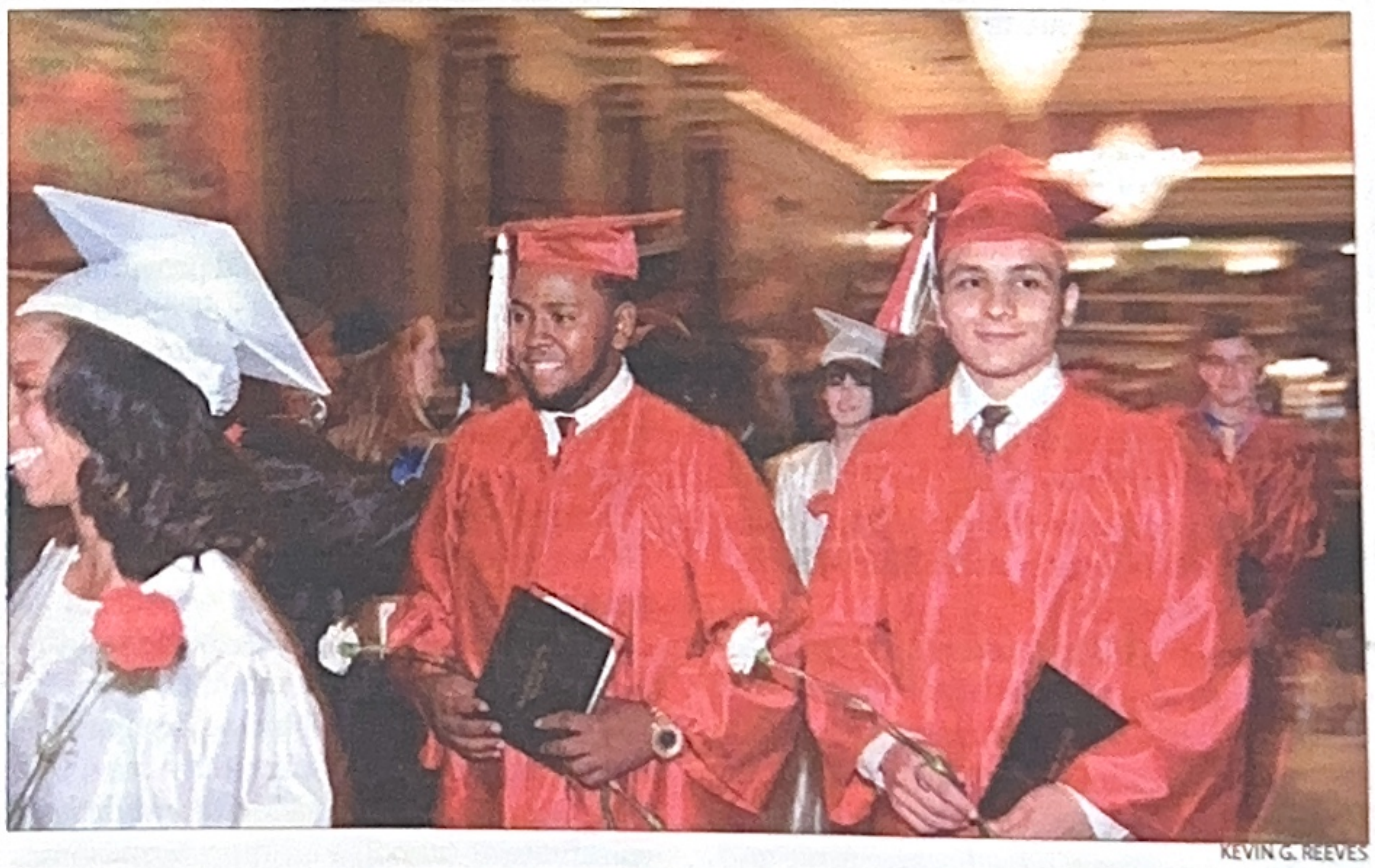
Students flagged as needing counseling are referred to the district's Social Advocates for Youth Counselor, Tana Gadelsayed. The SAY program works through Bellefaire JCB, an external youth services program based in Cleveland.

"Basically I can see any student and I can get referrals from any source," Gadelsayed said. While these referrals mainly come from assistant principals, they can also come from guidance counselors, teachers and even students coming to Gadelsayed's office of their own accord.

> **"I definitely think [graduation rate] is something we need to work on because having your high school diploma is such a big statement on your life."**
>
> **ABBY CONNELL**

The student then sits down with Gadelsayed for a series of meetings. "Oftentimes things come out where, maybe, there's a mental health issue or something's going on with family or friends, and that's getting in the way with what they can do academically," said Gadelsayed. "I'll meet individually with the student and if need be, if I find that there's a mental health concern, then maybe I'll reach out to the parent or I'll make a referral as needed." She describes the process as a "case by case basis."

Despite the efforts to improve the graduation rate and the advancements so far, Connell thinks there is still room to grow. "I definitely think that's something we need to work on because having your high school diploma is such a big statement on your life," said Connell. "A diploma is going to get you so far."



KEVIN G. REEVES

Policies such as ending social promotion in the distrct and offering counseling aim to raise graduation rates.

District Let Down Lomond Students, Shaker Teachers

WILL MCKNIGHT//THE SHAKERITE

THE EDITORIAL BOARD

’Rite Idea

The district’s mishandling of a Jan. 9 incident at Lomond Elementary School came to a disappointing end last week.

Superintendent Gregory C. Hutchings, Jr. sent an email to Lomond parents and faculty Feb. 24 informing them that the district had decided to place kindergarten teacher Cathleen Grieshop on“administrative assignment” for the remainder of the school year. The district put Grieshop on administrative leave Jan. 9 after a student asked her to go to his locker and instead ventured outside the building, according to Shaker Heights Teachers’ Association President John Morris.

Hutchings wrote that Grieshop’s substitute, Angeli Meris, will teach the class “for the duration of the school year to provide continuity. Ms. Meris has done an excellent job thus far.”

However, it seems Hutchings was using the term “continuity” loosely. According to Communications Director Peggy Caldwell, Meris’ first day on the job was Feb. 13 — more than a month after Grieshop was placed on administrative leave. Her first day, a conference day, was followed by President’s Day and three school cancellations due to cold weather, meaning that when Hutchings sent his email, Meris had only taught the class three days. This pales in comparison to Greishop’s time with the class — the whole first half of the school year.

Clearly, the district did not make this decision so that the kindergarteners would have a teacher with whom they’re familiar for the rest of what has been an irreparably disrupted year — their first year in formal education, a crucial time for cognitive and emotional development. Grieshop’s class has had five different substitute teachers since the district placed her on administrative leave, according to Morris.

Hutchings has previously emphasized how much his kindergarten teacher, Dorothy McKenzie, influenced his future success. He included a letter of recommendation from her in his application for the superintendent post, and invited her to speak at his first staff convocation. Hutchings explained that she inspired him as a child when she told him he could be the first African-American president of the United States. It’s ironic that Hutchings’ administration is now denying these Lomond students the opportunity to form similarly enriching relationships with Grieshop, who by all accounts is a wonderful, caring teacher.

Heather Macks, a parent of one of Grieshop’s former students, sent an email to the board and Hutchings detailing her grievances about their handling of the situation, which she forwarded to The Shakerite. “You have discouraged a number of families BRAND NEW to the school and have us all questioning whether we should continue our children’s education in this system,” she wrote.

If the district really valued providing the students with continuity, it would have found a long-term substitute more quickly — or better yet, reinstated Grieshop after an investigation lasting shorter than six weeks.

Instead, the district’s treatment of Grieshop after the Jan. 9 incident has been peculiar, at best.

High School Principal Michael Griffith said no teachers or staff members were put on administrative leave or disciplined in any way after police arrested a student Sept. 10, 2013 for allegedly raping a classmate at school, a far more worrisome breach of safety. The student was later convicted.

If the district really valued providing the students with continuity, it would have found a long-term substitute more quickly — or better yet, reinstated Grieshop after an investigation lasting shorter than six weeks.

Lomond parent Randi Nathenson said she knows several parents whose children have “gone missing at different times in Shaker schools.”

Lomond Principal Carina Freeman said in an email interview that she is not aware of any students leaving the building unattended besides the one in Grieshop’s class. However, Susie Bauer, a former first-grade teacher who substituted in Shaker elementary schools, including Lomond, told the Board of Education Feb. 10, “I know for a fact that there are other children [besides the one in Grieshop’s class] who have left the building, and I don’t recall any termination hearings scheduled.” She said she was concerned “a bigger agenda” seemed to be driving the administration’s handling of Grieshop’s case.

Morris agreed that the administration has treated Grieshop unfairly. “We felt that there was a possibility that personality differences [with Freeman] could have exacerbated this,” Morris said.

Freeman denied this claim. “The situation was not about personality differences. I have always found Ms. Grieshop to be a very likable person,” she wrote.

However, because the district has been about as opaque as possible throughout this mess, we have no other explanation for the administration’s incongruent, bewildering treatment of a dedicated 22-year teacher.

By putting her on administrative assignment, which will involve test proctoring and substitute teaching, the district appears to be punishing Grieshop, who it seems did nothing wrong. Morris said Grieshop realized her student was missing after five minutes and immediately called the main office, computer lab, lunchroom and aftercare. A neighbor found the student and called the police three minutes later.

This editorial first appeared at Shakerite.com on March 4, 2015.

MARCIA BROWN//THE SHAKERITE

Lomond Elementary's playground is a haven for students during recess and aftercare. During these times, students are supervised by staff members.

"I know that this teacher was devastated by the fact that her student left the building, beside herself with concern, did everything at her disposal to find this student in lieu of actually leaving 17 students alone and trying to go outside to find him," Morris said.

Furthermore, by allowing Grieshop to substitute this year and return to full-time teaching next year, the district is indicating that it trusts her ability to keep students safe. This, coupled with the fact that Meris had only taught the class three days by Feb. 24, makes an ulterior motive for putting Grieshop on administrative assignment seem likely. Caldwell said, "it is not yet known where [Grieshop] will be next year." We're guessing it won't be Lomond.

Administrators have bungled this situation so badly that it caused a public outcry. Morris said the administration indicated to him that the school board would vote on whether to terminate Grieshop at its Feb. 10 meeting, but later decided against it. During the meeting, Shaker teachers, parents and community members vehemently contested the prospect of Grieshop's termination, and made it clear that their confidence in Hutchings and the board had deteriorated.

There, Board President Bill Clawson announced that Grieshop's potential termination was not on the agenda for that day. Inexplicably, however, neither Hutchings nor Clawson told the packed crowd — so full, people resorted to sitting in the aisles and on the stage and standing 10-deep at the two small auditorium entrances — that the administration was still investigating the incident, and hadn't yet decided whether to recommend that the board terminate Grieshop. In his email last week, Hutchings vaguely mentioned the importance of following the investigative "processes and procedures we already have in place."

What are those procedures and why did they take more than six weeks? We don't know. Both Hutchings and Human Resources Director Darlene Bushley declined to discuss how the district investigates incidents like this one and decides whether to discipline or terminate teachers, even in general terms. Clawson didn't respond to a Feb. 16 email seeking comment on behalf of the board. Hutchings told The Shakerite in an email March 2, "We will no longer discuss the incident from January 9." No explanation provided.

> **"We will no longer discuss the incident from January 9."**
>
> **GREGORY C. HUTCHINGS, JR.**

MARCIA BROWN//THE SHAKERITE

Lomond Elementary students play on the blacktop outside the building during aftercare, supervised by staff.

At the Feb. 10 board meeting, Clawson reassured the angry crowd that "there is a strong push for transparency." If this case is a preview of the rest of Clawson and Hutchings' tenure, the district is pushing in the opposite direction.

The one slightly encouraging part of Hutchings' email was his promise to review security practices districtwide. We hope he does. Unfortunately, there's reason to doubt whether he will follow through. Hutchings has yet to announce the safety plan he promised he would have finished before the start of this school year. He must now redeem himself by delivering serious reforms to a clearly inferior security system and repairing the administration's severely damaged relationship with disillusioned teachers and parents.

Middle School Changes Cause Concern

Schedule, curricular changes lengthen periods and tighten new core requirements, challenge the traditional image of Shaker

THE EDITORIAL BOARD

ANDREW BOYLE//THE SHAKERITE

Big changes are coming to the middle school next year. The district plans on overhauling the school's schedule to attempt to address some of the largest issues, such as short class periods and disorganized curricula. However, the proposed plan may create more problems than it solves.

With the new schedule, the school's nine 39-minute periods will become eight, 50-minute periods, without lengthening the school day. That idea holds merit: the jump from middle school to high school classes is a tough one, and elongated middle school periods can help prepare students for that transition.

Rite Idea

However, the other scheduling changes which will eliminate a period from the school day concern us. Since there will be fewer periods in the day, there is less room for electives and flexibility within schedules.

Instead of a period of physical education and a period of Cycle, a rotational period between classes such as workshop and keyboarding, one period will now be split between a semester of physical education and a semester of the new International Baccalaureate design class. When the goal is to encourage physical activity, the single PE semester seems contrary to that ambition.

Now, for a semester, students will go through the entire day without an exercise break. Additionally, health class will be incorporated into the physical education period instead of having its own quarter, as it did before the changes. The physical education department fears these changes could hurt the health curriculum and reduce the number of PE teachers.

Less flexibility also exists for extra classes. In the past, students have had the opportunity to take a second music or language class instead of Cycle. Now, students who wish to take a second foreign language will have to complete physical education and IB design during the new Raider Time period from 3-5 p.m.

Raider Time is the new alternative to conferences, which seems to make no change besides the name. Conferences -- now Raider Time -- are a great opportunity to meet with teachers, make up tests and work, or just get ahead. For students who will have to take a class during Raider Time, the loss of the conference period will be a problem.

The new schedule cuts down on elective time and class choice, in favor of core classes complying with IB and Common Core. To us, this seems like a threat to what makes Shaker, Shaker.

The new schedule changes cut back time spent on the arts, an integral part of Shaker's fabric, spurring concerns voiced by both band booster members and members of the community.

Changes also eliminate the lunch study hall. Instead of a 21-minute lunch and a 21-minute study hall, students will now have a 25-minute lunch and no study hall. Even though middle school is not known for assigning much homework, the study hall period allowed students a solid amount of time to start working, and helped them develop time management skills. Camille A. Farrington, an associate professor at the University of Chicago's School of Social Service, thinks diverse schools need to acknowledge the fact that not all students necessarily have the same responsibilities after school.

> **The new schedule cuts down on elective time and class choice, in favor of core classes complying with IB and Common Core. To us, this seems like a threat to what makes Shaker, Shaker.**

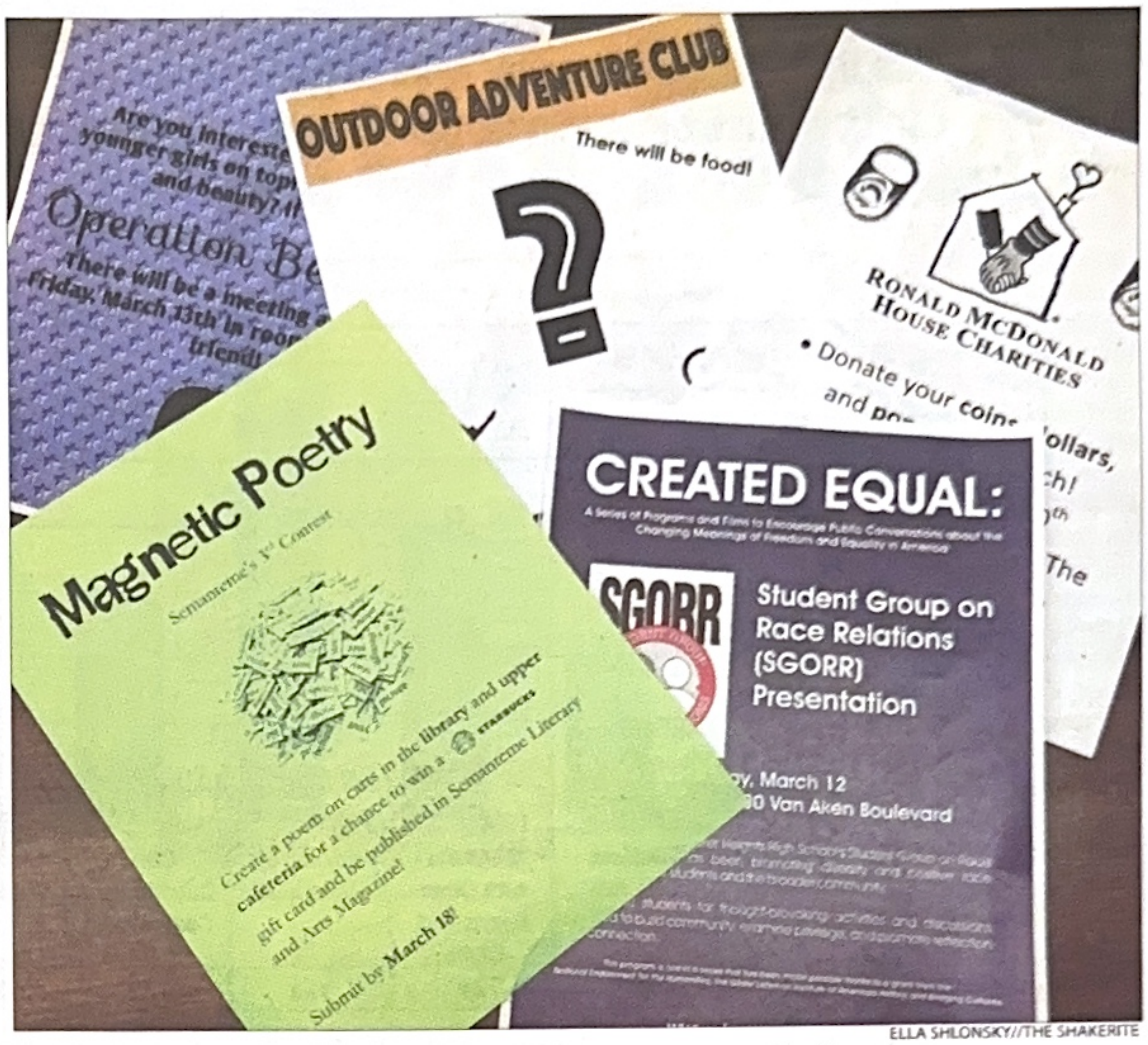
"Our one good way of doing that, the way that impacts students who don't have time to study for the test, [is] setting aside time in the school day that gives them extra time to do their make-up work during the regular school day," Farrington said.

In the past, a small group of excelling math students had the opportunity to come to the high school and take 9 Math Honors. Now, those students will be able to take that class at the middle school. While this change eliminates the travel between the two schools, it is possible that the middle school class may not be comparable to the one at the high school , even though it should be the same course. As such, those students may struggle going straight into advanced 10th grade math when they start their freshman year. Additionally, there is the question of what final those students will take, since middle school and high school finals are drastically different.

We can all agree that the middle school has serious problems, but these changes may not be the best way to fix them. Shaker is and has always been renowned for our focus on the arts, so when changing curricula, it's important to keep these programs within reach and as a focal point for our schools. However, we're eager for the district to prove us wrong: taking any action is a step in the right direction.

With luck, in a year or two, the district may find that these changes have helped set the middle school on a better track.

Proposed Stipend Program Could Help Students Do More


OUTDOOR ADVENTURE CLUB
There will be food!
Are you interested in younger girls on top and beauty?
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There will be a meeting Friday, March 13th in room
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Magnetic Poetry
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CREATED EQUAL:
SGORR
Student Group on Race Relations (SGORR) Presentation
March 12
Van Aken Boulevard

ELLA SHLONSKY//THE SHAKERITE

Fund could help more students participate in SGORR and more, help to shrink academic disparity, form foundation for professional goals

At the core of the Shaker Schools' mission is a passion to produce students truly ready to take on the world. Students participate in all manner of extracurricular activities, take unique course offerings, try new opportunities, start new clubs or travel to different countries. Most public schools can't begin to compare.

Marcia Brown
Editor in Chief

Unfortunately, some students in the district don't have the economic wherewithal to participate equally: 33.6 percent of students qualified for or received free and reduced price lunch in 2012. The Shaker factbook explains that this number "include[s] children of families who had Cuyahoga County Direct Certification of poverty (people receiving food stamps)." To qualify for reduced price lunch, a family of three has an annual income of $36,612 according to federal guidelines. The federal poverty line for a family of three is $19,790.

If that gives you some perspective, it illustrates that children of these families often have to work to help make ends meet. They don't work on the weekend for pocket money, they work after school most days. These students don't have time to join a club, take part in a different after-school course offering or start a new activity. They have to work. Missing a day of work to join a club just isn't an option.

Students from lower socioeconomic levels need the income they receive from working. To enable students to participate in any activity, we need to replace that income.

According to a Shaker Schools survey of more than 1,200 of the high school's roughly 2,000 students, 22 percent of students cited "Conflicts with Job" as a reason they don't participate in extracurriculars and other opportunities Shaker offers. The survey shows that at least one in five Shaker students find job and economic demands exclude them from extracurriculars.

This socioeconomic disparity among students emerges in academic measurements such as the Ohio Graduation Test and Advanced Placement participation, but it also manifests itself in who can participate in clubs.

Students from lower socioeconomic levels need the income they receive from working. To enable students to participate in any activity, we need to replace that income.

Northwestern University created a program that would address this economic inequity in activity participation. At Shaker, with a few adjustments, I hope that we, too, can fix this problem.

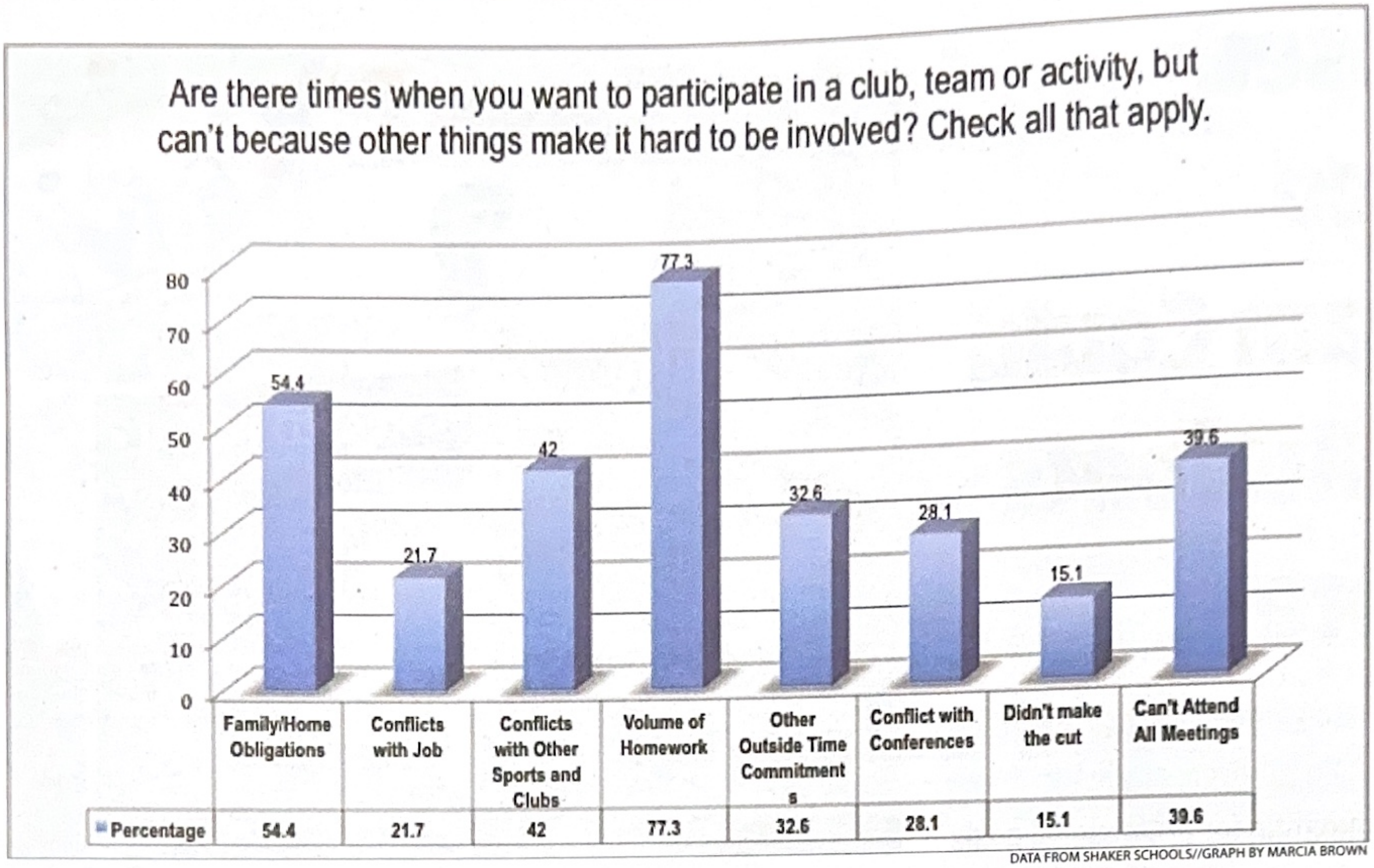
To reach this end, we must create a fund that will furnish a stipend for students whose families' economic needs currently demand that they not miss work. Only students who receive free and reduced price lunch would qualify. The stipend would allow students to participate in clubs and other extracurriculars with students of a higher socioeconomic status at parity.

Only activities that promote career skills will be a part of the stipend program. Unfortunately, sports cannot be included. However, clubs, musical options and other choices will qualify. Students will learn interpersonal, speaking and writing skills as well as gain the ability to broker agreements with peers and adults and advance other interests. They will learn skills that, if not taught in the classroom, will be learned or enhanced in an extracurricular setting. All of these skills and the other incurred benefits from this outside activity will make these students more attractive college applicants. Perhaps college will even seem more accessible.

Because the stipend will be paid every two weeks over the semester, students will be held accountable. At the conclusion of the semester, the given club's adviser will write a review of the student's participation and the student will write a reflection on how effective and helpful this program was. Immediate feedback will continuously improve the program.

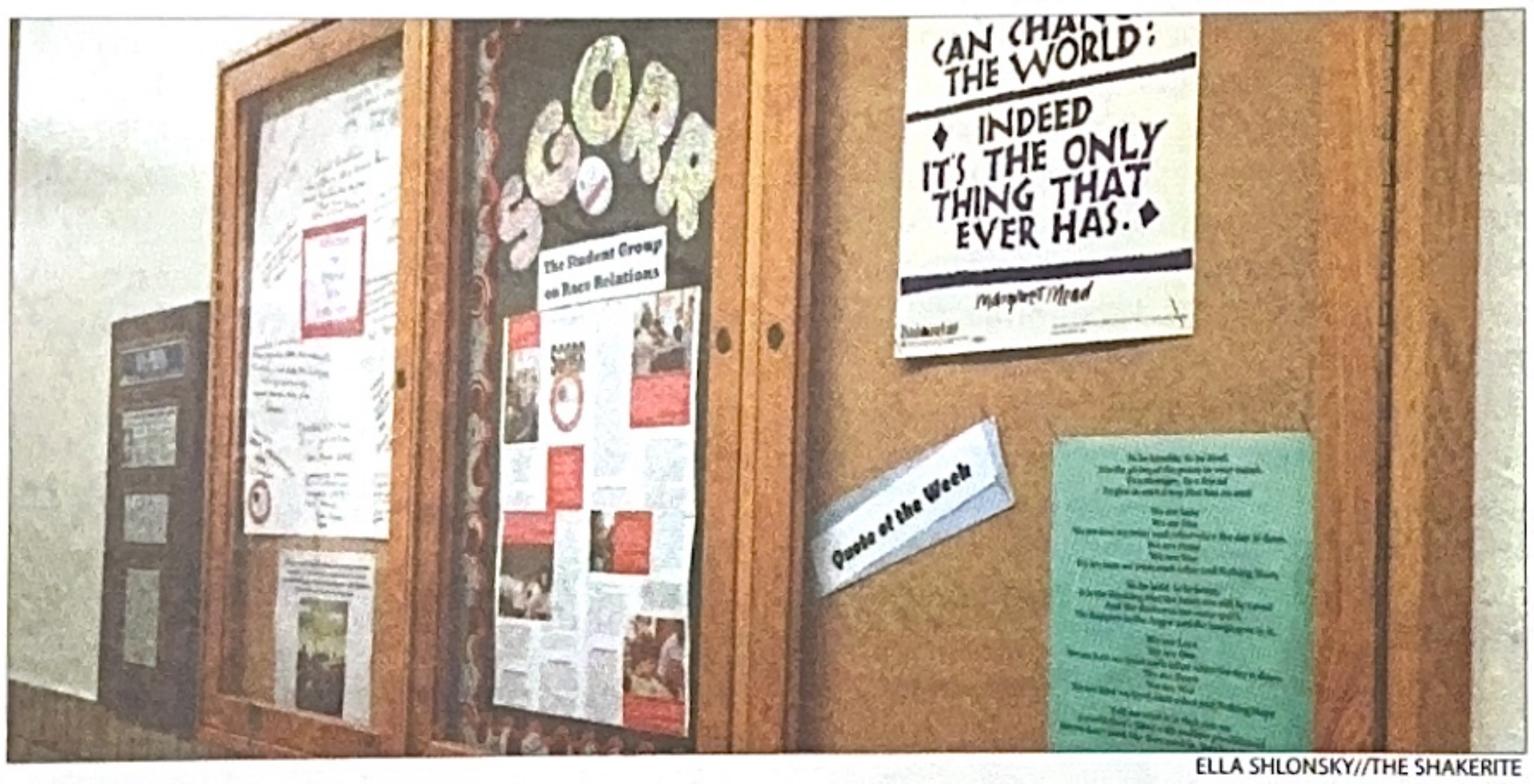
Creating this opportunity in the high school would be a boon for the Shaker Schools. It would advance Shaker's reputation as a beacon school district. I have had unfathomable opportunities here. I haven't had to worry about helping pay the monthly rent. Attending Shaker schools, but not being able to participate in its offerings, is a travesty.

Schools can't and shouldn't lift students' socioeconomic standing. However, schools can help ameliorate equality of opportunity within their red brick walls. Helping students participate in extracurriculars not only helps students, but it also builds a stronger school district. With one burden alleviated, more students than ever before would participate and truly take pride in their schools. Students who do extracurriculars build their school up, further its



DATA FROM SHAKER SCHOOLS//GRAPH BY MARCIA BROWN

Shaker schools surveyed 1,250 high school students, or more than half the student body, to determine barriers to student participation. Among the questions was one seeking reasons why students don't participate in a club, team or activity. This graph paraphrases the question and represents the data gathered. Participants were about evenly split between male and female students, with a quarter of respondents in each grade level. Finally, the student participants were also representative in their racial breakdown.


CAN CHANGE THE WORLD;
INDEED IT'S THE ONLY THING THAT EVER HAS.
SGORR
The Student Group on Race Relations
Quote of the Week

ELLA SHLONSKY//THE SHAKERITE

mission and give back to their community.

Furthermore, now students of more diverse backgrounds sit in clubs together and form friendships. And maybe, just maybe, they start to take classes together and the student cohort taking advanced classes becomes more diverse.

I think the stipend program will start small. Perhaps initially only three or four students will be interested. But that's three or four students who couldn't participate in extracurriculars before! Those students may discover the passion that becomes their vocational calling. They might find themselves forming friendships, developing a mentor-mentee relationship with the club adviser and acquiring skills they never imagined they could possess. Suddenly, the Shaker philosophy to encourage all students to make great strides seems tangible to a student who has been left out of the Shaker Experience.

Such a proposal as this stipend policy has appeal -- not just to participants. Individuals, churches, foundations, philanthropic organizations and any other soul willing to donate to an idea like this might see the potential in it. The Shaker Class of 2015 is considering helping fund this proposal as part of their traditional parting gift to the district.

Fundraising for this proposal would likely have positive results. It's innovative and inspiring. Appealing to alums, Shaker residents and others to help facilitate Shaker's mission for a wider population in the district, this proposal could draw from a wide variety of potential donors. The Shaker Schools Foundation's well-known ability to fundraise illustrates the trait that numerous Shaker residents could be approached in support of this idea that fundamentally advances the Shaker Way. Shaker will again pioneer an idea to deconstruct barriers. We are known path-breakers in integration and the achievement gap. This, too, can be added to our list.

We are known path-breakers in integration and the achievement gap. This stipend, too, can be added to our list.

The Shaker Way, the Shaker Experience, the Shaker Mission -- whatever you prefer to call it -- is premised on the same idea: all Shaker students should be able to benefit from its opportunities. This is just another way to make that reality.

If it works, this could be bigger than Shaker, but Shaker is the best place to start.

THE GLOBAL FRIENDSHIP CLUB

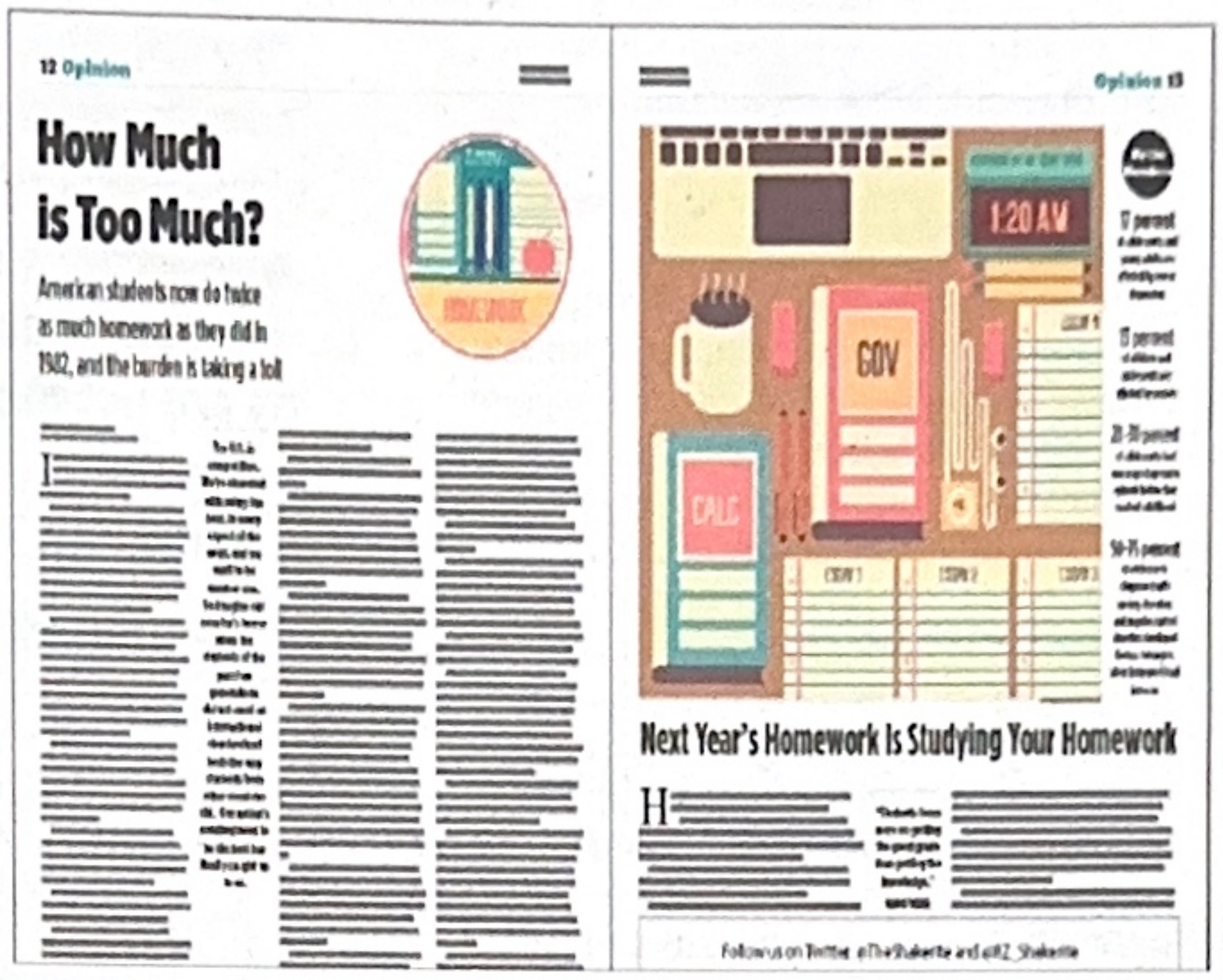
ELLA SHLONSKY//THE SHAKERITE

This Much is Too Much

ALEXANDRA HARRIS OPINION EDITOR
ELLA SHLONSKY OPINION EDITOR

In a small town in California, in 1995, school board member Garrett Redmond proposed abolishing homework. Although little change occurred in the district or country, Redmond's proposal sparked conversation and was widely publicized throughout the news. Since then, the problem of homework has only grown more urgent, and now, it is time to change.

Over the past year, we have reviewed and analyzed homework. This is the conclusion to our investigation. We've looked at the history of homework loads. We've weighed in on the emerging debate about homework patterns. We've examined how summer homework overtakes students' vacations. We've assessed the toll homework takes on sleep habits. We've dug through the mental and physical taxations homework imposes upon students. We've considered the effectiveness of homework itself. All of these efforts leave us with compelling questions. Should teachers continue to assign ever-increasing amounts of homework? Should homework be abandoned altogether, as suggested 20 years ago? Or should schools reconsider the nature and volume as well as assignment practices in hopes of salvaging the benefits of at-home learning?



12 Opinion

How Much is Too Much?

American students now do twice as much homework as they did in 1982, and the burden is taking a toll

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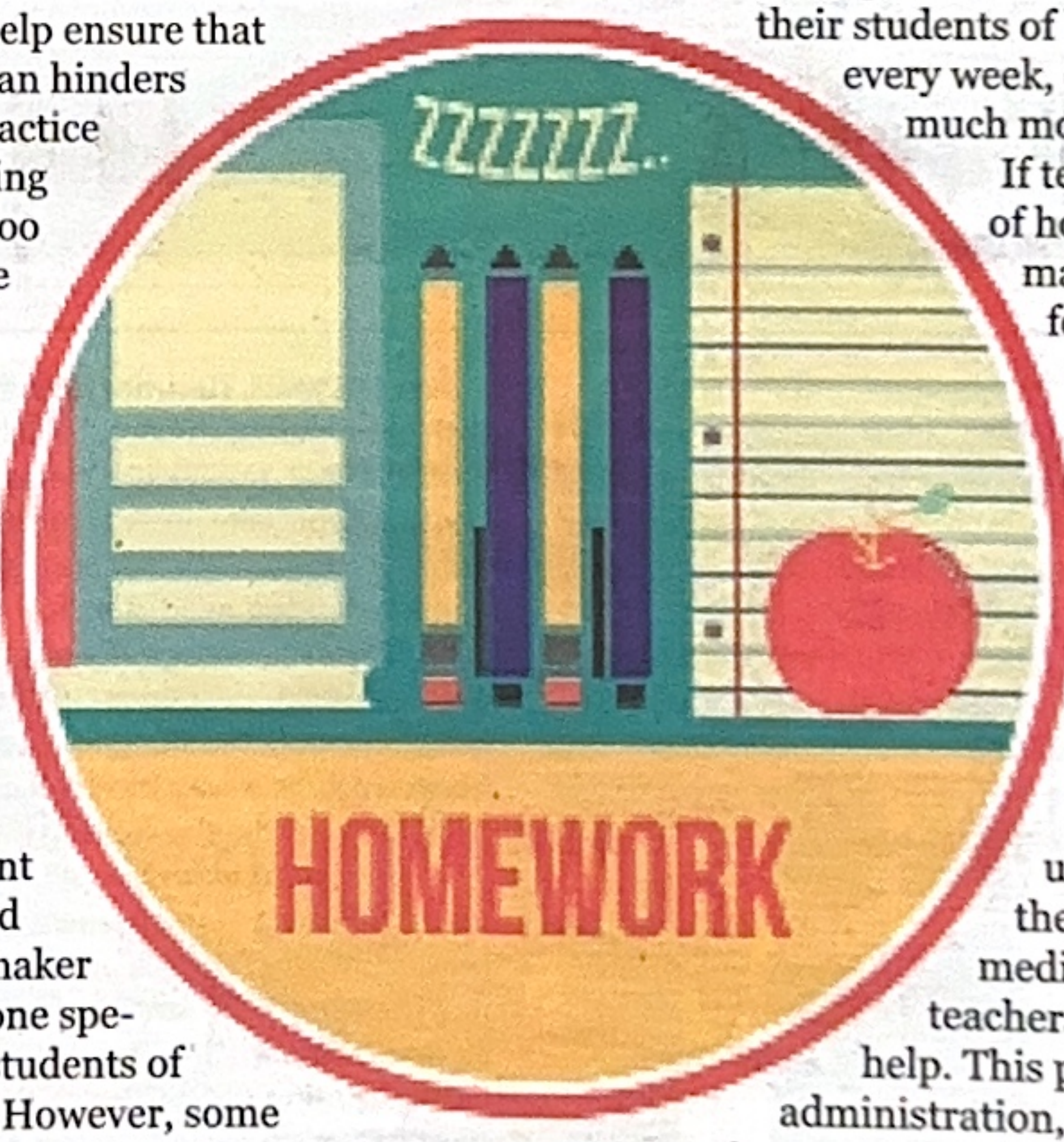
Next Year's Homework Is Studying Your Homework

The debate to end homework began recently, with Redmond's proposal in 1995. The issue has only grown since. The Institute for Social Research at the University of Michigan reported in 2000 that **students did twice as much homework than they did in the 1980s**, and that trend continued today. The hope is that more homework will create higher scores, as the U.S. fights to match its high-performing international peers. Tests such as the Program for International Student Assessment, measure students and compare test scores in different countries. Such assessments seem like the only things people care about. However, the increase in **homework has harmed our health instead of helping us succeed**, as 20-30 percent of adolescents had one major depressive episode before they reached adulthood, and between 50 and 70 percent of teens diagnosed with anxiety disorders and impulse control disorders developed them as teenagers, when homework loads significantly increase according to the National Center for Children in Poverty.

Teachers and Administrators, Take Note: We Have Suggestions



After a year of thinking, reporting and writing about homework, we offer some proposals to alleviate stress and liberate students' -- and teachers' -- time. We acknowledge that our ideas may seem implausible at first, but we think these small changes, together, could help ensure that homework helps rather than hinders student growth. While "practice makes perfect," as the saying goes, we have found that too much practice -- otherwise known as homework -- consistently interferes with teenagers' lives, health and happiness. In order for our proposal to work, we need the cooperation of teachers, students and administrators in making small changes that can have a huge impact.

First and most important is the acknowledgment and proper use of flex night. Shaker has bothered to set aside one specific weeknight to relieve students of homework in one subject. However, some teachers seem to think the word "flex" stands for "flexible." It does for them, but it doesn't for us. What they forget while striving to deliver their curricula is that they are each one of seven teachers we see daily, each of whom assigns homework most nights. High school students are crushed underneath piles of homework from each of their seven demanding classes, and when teachers disregard their subject's flex night, students are left to drown in unnecessary work. If teachers honored their departmental flex nights and relieved their students of homework for one night every week, our load would become much more bearable.

If teachers assign four nights of homework, they should make themselves available for at least four out of the five conference periods scheduled throughout the week. Nothing is worse than not understanding a concept in the classroom and being unable to seek help from your teacher after school. If teachers assign mounds of complex homework, they should understand that not all of their students will grasp it immediately and if students don't, teachers should be available for help. This problem also rests with the administration, because teachers should not be stuck in meetings every day after school instead of aiding their students. Shaker prides itself on conference periods; if we want to continue boasting about them, we should make them accessible to both students and teachers.

Although communication between teacher and student is important, communication between teacher and teacher is even more vital. This is where we return to our earlier mantra: one of seven. Teachers need to be more aware of how much work they're assigning in relation to the work their colleagues give the same students. For example, if a history teacher plans to give a big test on Thursday, he may not know that an English teacher of the same grade and level scheduled an essay due that same day. If he did, that history teacher might move the test to Friday -- or that English teacher might move the essay to Friday -- to enable students to perform better and endure less stress. If the student has to finish his essay and study for his test the same night, he will struggle to demonstrate mastery of either.

Teachers should take into account the work students do in all classes if they want their students to succeed. And once teachers begin that cooperation, they should not have to worry about being the one teacher who moderates her schedule and is not taken seriously. This is where communication among teachers becomes incredibly important, because if the staff works together to create a more manageable amount across classes, everybody wins, and no teacher is singled out as less demanding.

Nevertheless, as much as students like to complain about teachers, they must keep in mind that communication is a two-way street. Teachers are much more understanding than you'd think. If you're worried about a due date on a certain assignment, talk to your teacher about it. At Shaker, most of our incredible teachers understand. Believe it or not, teachers are people, too, and many know that you have other commitments in your life, whether it seems that way or not. So do not be afraid to talk to your teachers -- politely: they can and will appreciate your initiative.

These changes may seem minor, but if they are implemented across the board, we believe we will see a decline in homework-related stress and anxiety.

Our year of homework study showed us that all in all, there is simply too much. The amounts of both summer homework and regular homework are excessive. Our health and our happiness hang in the balance. Teenagers' stress levels during the school year are at an all-time high and are reaching unhealthy levels, according to the American Psychological Association.

Teachers must struggle, too, to gather, evaluate, record and return the volume of homework they assign, especially as class sizes have increased and planning time has increasingly been earmarked for staff development and meetings. The solution seems clear: the district should encourage teachers to scrutinize their homework assignments with the aim of limiting the number of problems, exercises and other repetitious work that those assignments require; teachers might be surprised to know that students divide to conquer long assignments, sharing answers in group chats, cutting corners to save time. If all teachers revised the volume within individual assignments, no teachers could be singled out for sacrificing rigor compared to their peers.

> **"We've gotten this crazy idea that we have to keep up with the Japanese and the Chinese, or somebody else. We're keeping up with all of these foreigners and we are not really helping ourselves."**
>
> **GARRET REDMOND**

Today, our biggest day-to-day challenge is managing homework and tests, and if we continue at our current pace, the future will not be nearly as pretty as the U.S. is trying to make it. We are not machines. It is impossible for us to go, go, go without end; we will eventually burn out, either now or later.

Although our school system's intention is to create an educated workforce who will lead our country and our world into a better and brighter future, we cannot propel ourselves forward if homework constantly bogs us down. How can we find the time to discover and pursue the interests that will define our generation if the school limitations stunt us in these crucial years?

Twenty years after a school board member in California called for the abolition of homework, we have made no progress. This man, Garrett Redmond, spearheaded the anti-homework campaign from the beginning. We found Redmond, who was born in Dublin, Ireland, through a web search. He now lives in Kentucky, but still argues that teachers should not assign homework.

"[The proposal] was that we ban the assigning of homework, but there was nothing to stop a student from voluntarily doing homework," Redmond explained. "However, in most circumstances, it was to be used [to determine] grades, because we found the kids that were doing the homework got the high grades, and the kids who were in no position to do homework got low grades."

Redmond, who said he grew up in a working-class neighborhood in Dublin, expe-

By The Numbers

By the 2002-2003 school year, students were doing twice as much homework as in 1981-1982 (University of Michigan's institute for Social Research)

In 2009, between 50 percent and 75 percent of adolescents diagnosed with anxiety and impulse control disorders developed them as students (National Center for Children in Poverty)

58 percent of 15- to 17-year-olds typically sleep fewer than seven hours a night (National Sleep Foundation)

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Enjoying Life? Yeah, Right. With Homework, Not Likely

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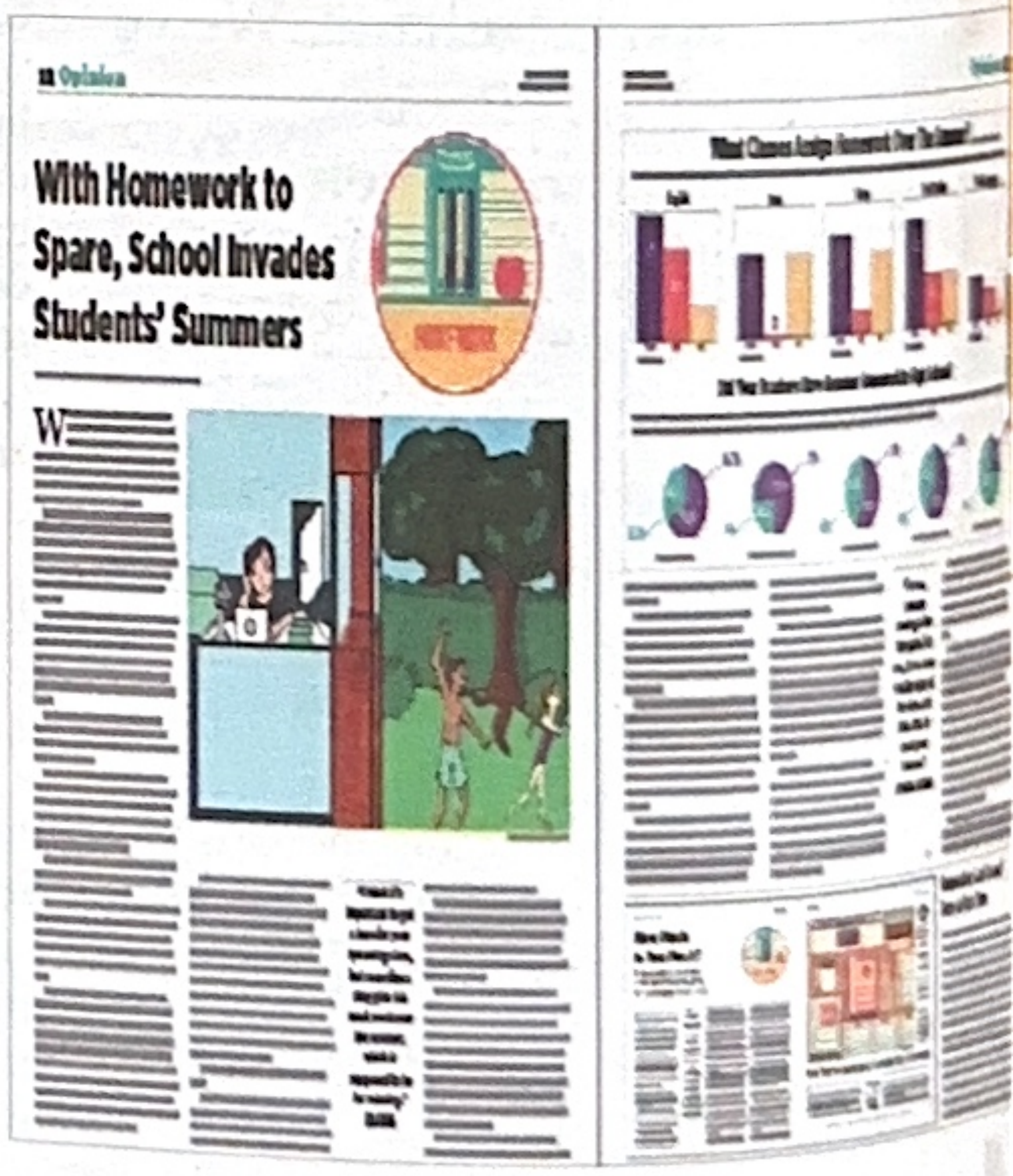
Over the years, **summer homework has increased** along with work during the regular school year. Educators argue that summer homework helps prepare students for fall classes. Especially in Advanced Placement and International Baccalaureate courses, summer homework allows a much-needed head start for classes that end with giant tests. However, College Board reported a drop in AP scores over the years, despite an increase in the head-start summer homework. Additionally, **teachers like to use summer homework as a way to weed out students** who may not be able to handle the course's rigor.

"It's important to understand what is going to be asked of them," AP World History teacher Amanda Ahrens said. "It's a preview of what they're going to encounter, so what's better? That they don't see it beforehand, or they do see it and do find it intimidating. Personally, I think the latter is better."

This weeding out has led to many students dropping the class not necessarily because they would not be able to handle it, but because **summer homework comes with little guidance.** While summer homework has some benefits, it is assigned excessively, cuts into the little free time students have and stresses students more than it prepares them for the upcoming school year.



11 Opinion

With Homework to Spare, School Invades Students' Summers rienced the disparity between himself and his classmates.

"Now, we knew that a lot of the other kids lived in tenement apartments with maybe just two rooms, no facility to do homework, and parents who were undereducated themselves. It was an unfair stage, and yet, we got graded -- including the results on your homework from the night before. Grossly unfair," said Redmond.

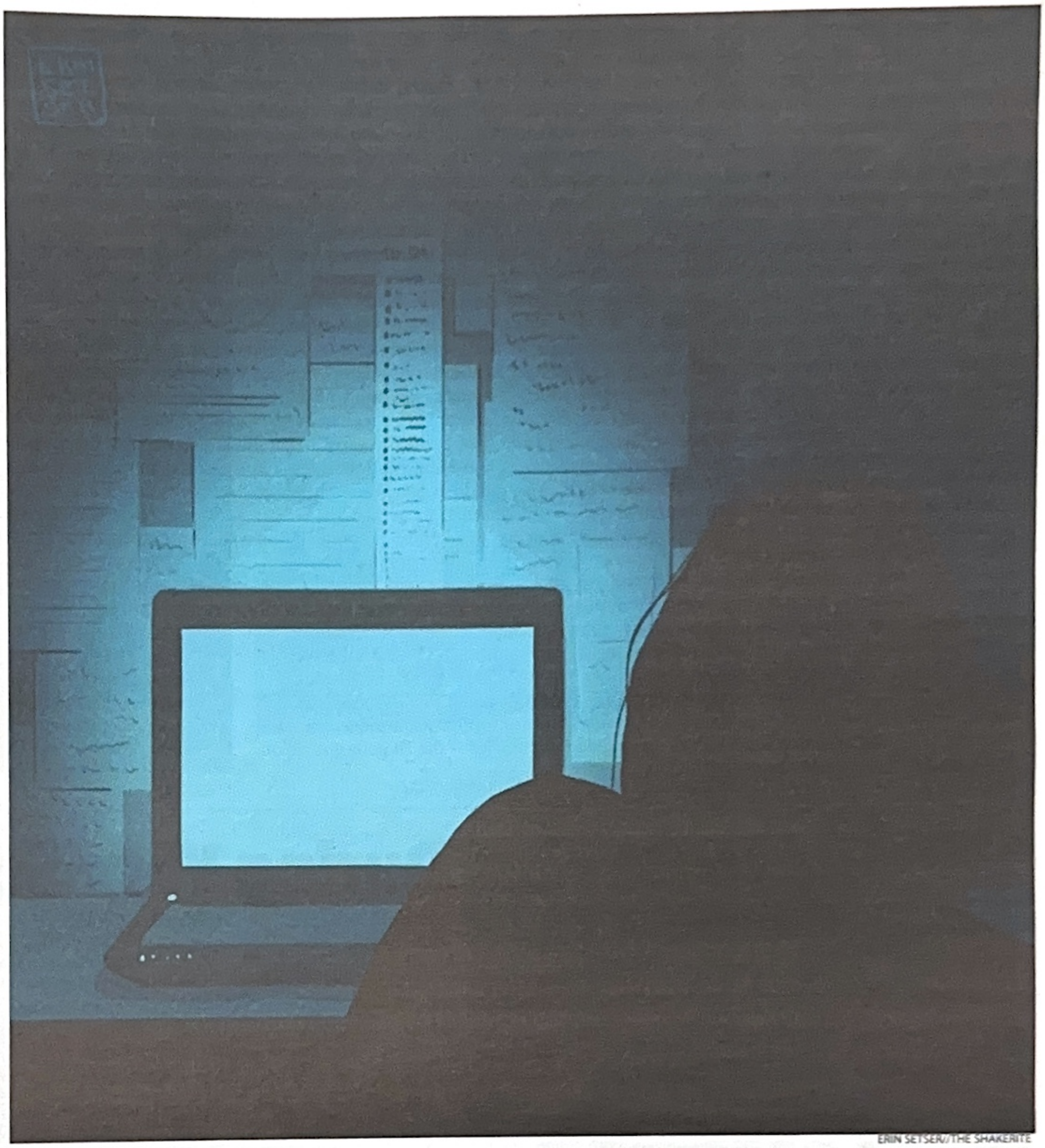
"I don't think any of it [homework] is right. It should all be voluntary. Why should anybody stop you from studying at home on your own? Or why should anybody force you to study at home, again, on your own? It's a huge difference."

According to Redmond, at the school board meeting in Half Moon Bay when he proposed this idea, a boy stood up and testified against the notion, saying he loved doing his homework. Redmond proceeded to identify him in front of the audience as the son of two school teachers.

"I said, 'Don't you think you have an unfair advantage over the other kids?' He never said another word, he just sat down," Redmond recalled. "That's a classic example about how wrong it is."

Redmond's peers and the media called him crazy for expressing concern, but as students' sleep levels drop and their stress levels rise, his ideas no longer seem so farfetched. Eliminating homework altogether may be extreme, but our nation's homework insanity has to stop somewhere; if it continues at this rate, it is terrifying to think of what school will be like for our children, and their children, and the many generations after that.

So if the change has to start somewhere, why not start with us? If we continue to see homework as the irrevocable status quo, nothing will ever change. A precedent needs to be set for the students of today and tomorrow, and that precedent can be ours. The choice is in your hands. We urge you, teachers and administrators, to cut back on homework --for our health, for our happiness and for America's future.



ERIN SETSER//THE SHAKERITE

Since **America's test scores fell behind internationally, our country has resolved to force piles of homework upon its students.** However, this obsession with being the best now interferes not only with students' summers, but also their personal lives. Whether completing summer homework or assignments during the year, students habitually begin to ignore other interests and passions outside of school. Adolescent psychologist Bridgit O'Sullivan, a 30-year school social worker, believes that having fun and pursuing non-school interests are vital to high school students.

"It is essential for high schoolers to enjoy themselves," said O'Sullivan. "I think **people sometimes tend to become an academic or a career machine,** and they know how to do it really well. But what they don't know how to do is be a human being. They tend to be a human doing."

This lack of passion and interest coincides with a study conducted by the University of California Los Angeles showing that college freshmen are more depressed than ever before. The number of students who "felt depressed" jumped from 6.1 percent to 9.5 percent in the past five years, as **those who "felt overwhelmed" by schoolwork** and other commitments **jumped from 27.1 percent to 34.6 percent.**

14 Opinion

Time For Change

High school times should start later to match up with teenagers' body clocks

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Every high school student knows that **sleep, or lack of it, is a problem.** While busy social lives, out-of-school activities and our night owl natures contribute to minimal sleep, **the main culprit is homework.**

We try to ignore our lack of sleep now, but the health problems it will cause will catch up to us in the future. The National Sleep Foundation estimates that teenagers need at least 9.5 hours of sleep each night, but their survey found that 58 percent of 15- to 17-year-olds typically sleep fewer than seven hours. In addition, adolescent body clocks are wired to stay up later and sleep in longer, but school days beginning at 8 a.m. or earlier do not accommodate that fact.

There have been pushes to **move high school start times back, but few districts have actually enacted these necessary changes.** The Minneapolis Public School District pushed back the starting times its of seven high schools from 7:15 a.m. to 8:40 a.m., and the results were very encouraging. Students potentially gained at least five extra hours of sleep per week, and the district saw an improvement in attendance, enrollment rates and increased daytime alertness, while decreasing student-reported depression.

Tour a New Centralized Learning Hub

ELLA SHLONSKY OPINION EDITOR

First they change the department names; next they change the world.

Recently, the IB gods have decided that certain department names should be changed throughout the district to better reflect our worldly and knowledgeable attitude. Foreign Language is now "Language Acquisition," English is "Language and Literature" and Social Studies has become "Individuals and Societies."

That's only the first step. Instead of going to the bathroom, we will find ourselves entering "human waste relief stalls." While we once enjoyed a midday meal in a cafeteria, we will soon spend time in the "student nutritional headquarters." Obviously, if we surround ourselves with confusing, vague names for everyday activities, we will become smarter and more worldly citizens, right? It seems that this is what "they" want us to be.

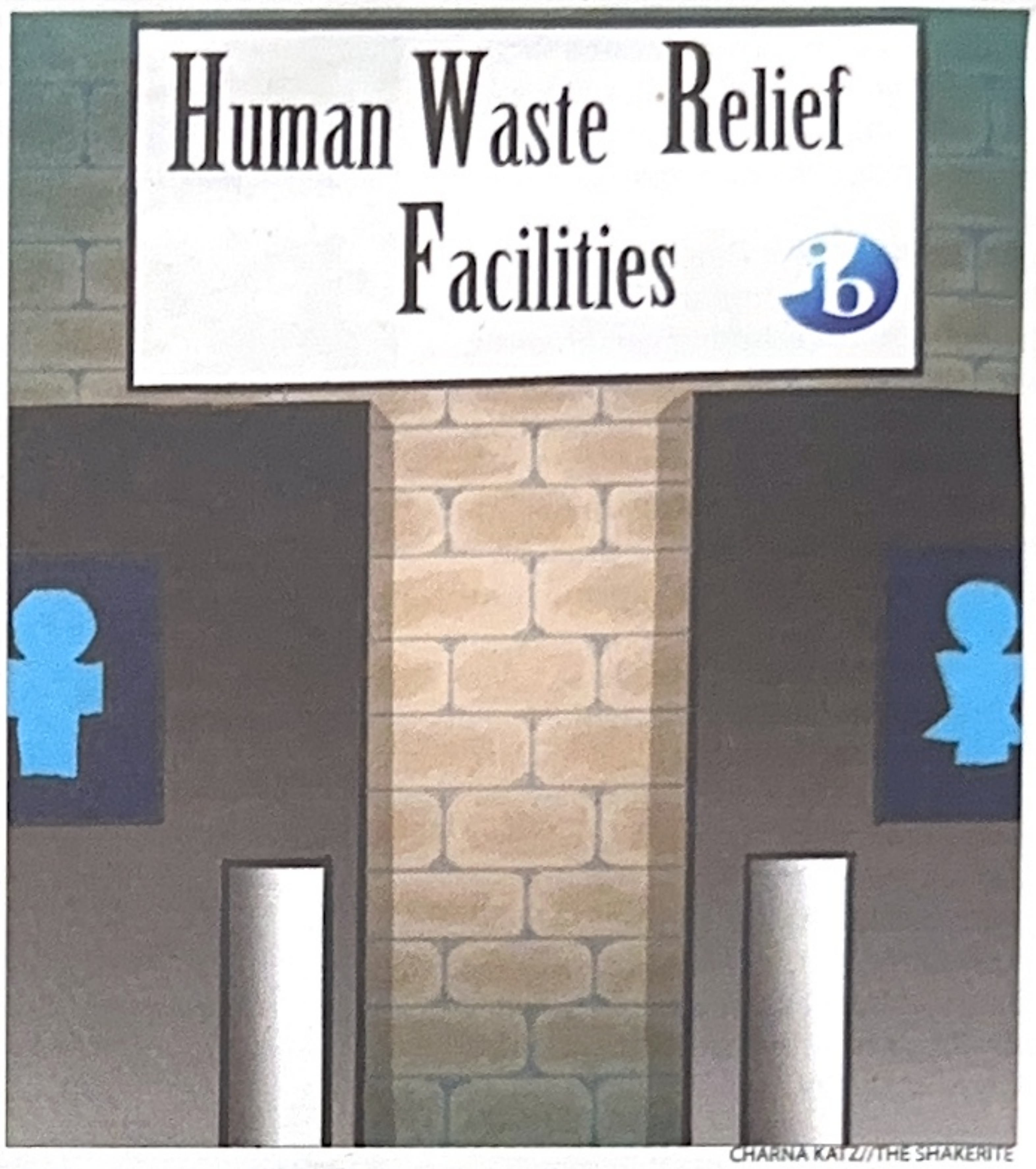
Students -- if we're still called that -- beware. We don't know what is behind the corner, or "knowledge crossing," as some have taken to calling it.

You may need to keep a knowledge guide with you at all times and hope the knowledge gods keep it updated to navigate this more knowledge-filled world.

Here is a typical day in the life of a knowledge student:

In the morning you wake up and find knowledge attire (clothes) before eating morning brain stimulant (breakfast). You then hop in your personal world explorer (car) and drive to The Centralized Learning Hub of Shaker Heights (school). Next, you sit through six or seven mind-numbing knowledge explorations (classes). In between, you enjoy, or endure, a short break at the student nutritional headquarters (cafeteria) for an afternoon brain stimulant (lunch). After some time at the CLH of Shaker Heights, you ignore or complete the normally six to 10 hours of home knowledge exploration (homework). Finally, you change into your nighttime thinking attire (pajamas), collapse into your cushioned world dream portal (bed) and fall asleep.

Sound fun? Just wait till the IB gods come into your home life. Get ready to watch hours of foreign knowledge-enhancing documentaries -- the IB gods got rid of Netflix.



CHARNA KATZ//THE SHAKERITE

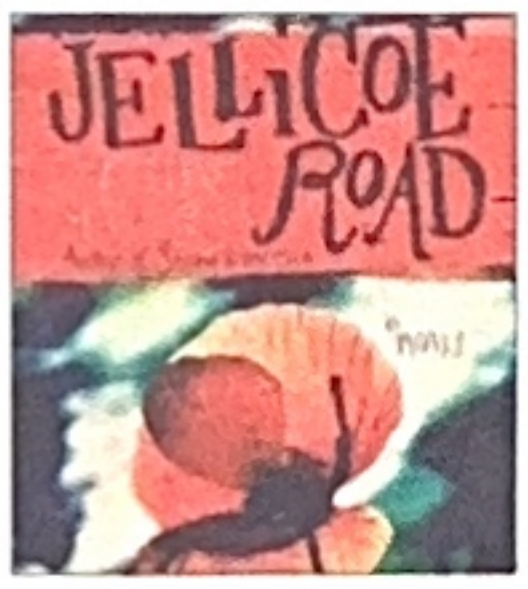
6 Books to Devour During Your Spring Break

ALEXANDRA HARRIS OPINION EDITOR

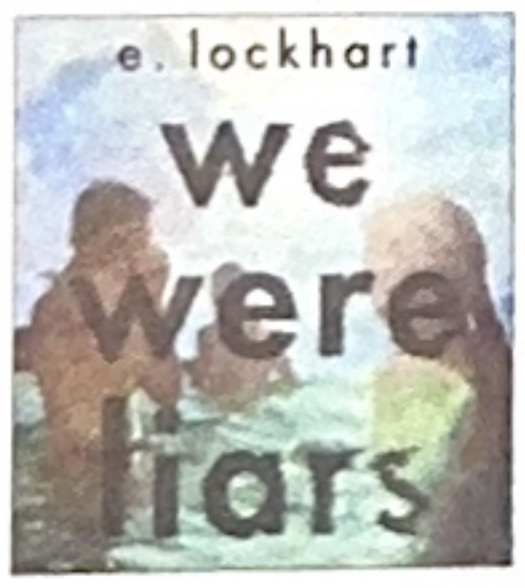
Before there was Netflix, there were books. Dare to step out of your comfort zone and take on these suggested reads over your break.

YES PLEASE
#1 NEW YORK TIMES BESTSELLER

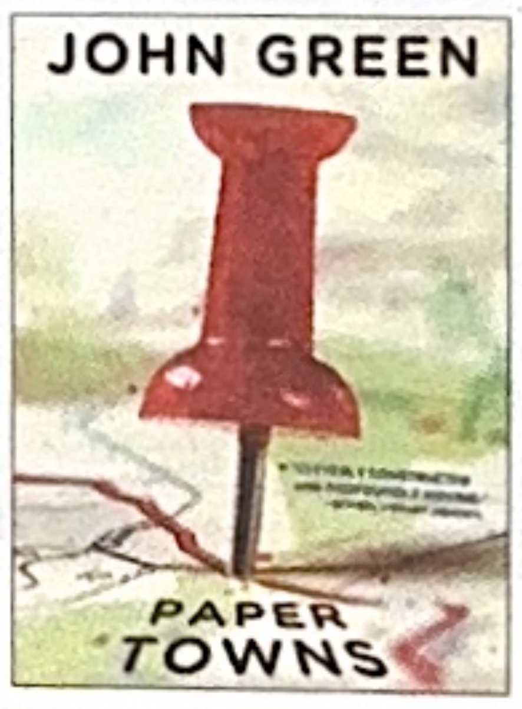
"Yes Please," Amy Poehler
In this hilarious and inspiring autobiography, Poehler recounts her life experiences as a comedian in New York City, Chicago and Boston, giving us the inside scoop on her childhood, early career and friendships with other great comedians such as Tina Fey and Seth Meyers. With chapter titles such as "Treat Your Career Like a Bad Boyfriend" and "The Robots Will Kill Us All," Poehler's narrative is well worth the confused looks you get from your family in the car when you laugh out loud.



"On the Jellicoe Road," Melina Marchetta
Seventeen-year-old Taylor Markham is in her final year at boarding school on Jellicoe Road when her guardian, Hannah, disappears, and a boy from her past, Jonah, returns. Parallel to Taylor's storyline of territory wars and resurfacing secrets are flashbacks of five kids who also grew up on Jellicoe Road, and how their lives have shaped Taylor's, whether she realizes it or not. In her gut-wrenching, captivating novel, Marchetta pulls you into her characters and their stories with each page turn.



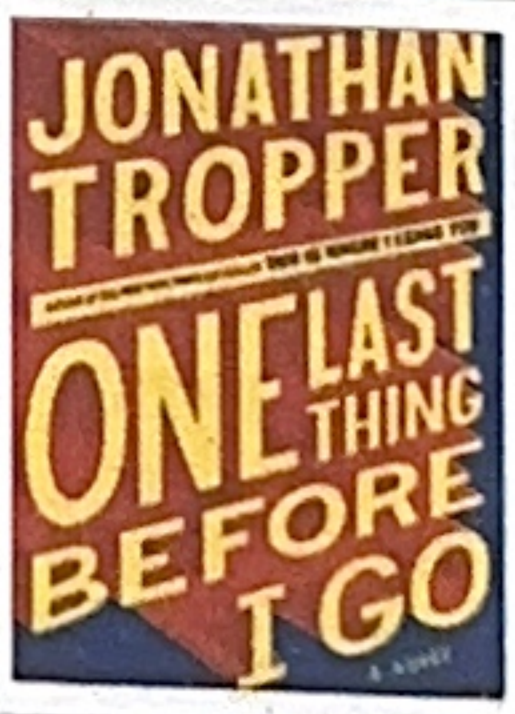
"We Were Liars," E. Lockhart
Cadence Sinclair Eastman spends her summers on her grandparents' private island, wasting the days away with her friends Johnny, Mirren and Gat. But after a mysterious accident, Cadence winds up in the hospital and is forced to spend the next summer away from the island and her friends. Two years later, Cadence is returning to the island, determined to discover the truth about her accident. With gasp-worthy plot twists and mysterious characters, you won't set this book down until the very end.



"Paper Towns," John Green
Quentin Jacobsen has spent his life living next to and admiring from afar the beautiful, mysterious Margo Roth Spiegelman. It isn't until she shows up at his window one night with a crazy plan of revenge that he spends time with her. However, their friendship is cut short when Quentin wakes up the next day and Margo has seemingly vanished. Following a trail of clues Margo left behind for him to solve, Quentin must step out of his comfort zone and into Margo's mind to discover where she has gone. Honest, fascinating and coming to the big screen in June, you will not rest until Margo Roth Spiegelman is found -- whoever she may be.

I AM THE MESSENGER

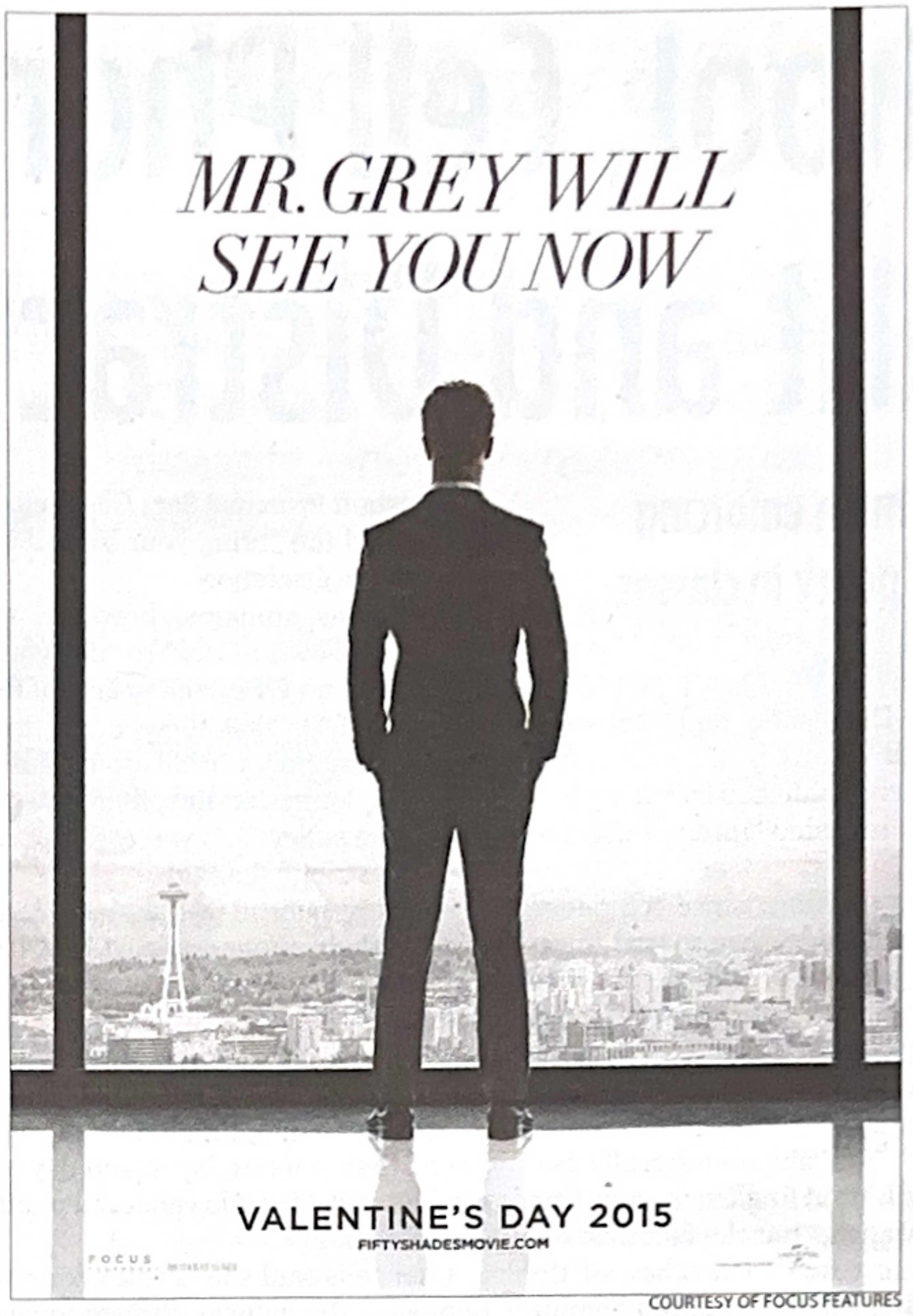
"I Am The Messenger," Markus Zusak
Ed Kennedy spends his days driving cabs and his nights playing cards with his friends. He does not consider himself special, until he receives an ace in the mail with a cryptic message written on it. Answering this call to action, Ed goes on missions assigned by an unknown source to help the people of his town, discovering that he can be the hero of a story after all. Extremely touching without being overly heartfelt, this story compels you to root for unlikely hero Ed as he helps his neighbors, strangers and even friends.



"One Last Thing Before I Go," Jonathan Tropper
Washed-up rockstar and major screw-up Drew Silver does not recognize his life anymore. He has alienated his soon-to-be remarried ex-wife, Denise, and ruined his relationship with his 18-year-old pregnant daughter, Casey. So when the doctors inform Drew that he will die without heart surgery, he decides to refuse the surgery and become the man he always wanted to be. Reading this story of redemption and second chances, you will simultaneously love and hate Silver as he navigates back into his family's lives, while deciding if he should save his own.

If Mr. Grey Asks to See You Now, Run Away. Fast.

Bestselling novel-turned-recent movie "Fifty Shades of Gray" sells sexism along with smut



COURTESY OF FOCUS FEATURES

The main character of E.L. James' popular novel-turned-movie "Fifty Shades of Grey," mogul Christian Grey, exploits his romantic partner physically and emotionally. James' trilogy chronicles protagonist Anastasia Steele's relationship with Grey as his subservient.

John Mietus

If chivalry is dead, so is feminism, and "Fifty Shades of Grey" proves it.

Third-wave feminism is the most current form of thinking for the feminist movement, and it seeks to broaden its goals past the want for basic human rights with which first-wave feminism concerned itself. These broadened goals include a push for the acceptance of homosexuals in both business and social situations and the deconstruction of assumed gender roles for both males and females.

Unfortunately, E.L. James' commercial successes with her novel "Fifty Shades of Grey" and the sequels it spawned hint towards a shift in young adults' mentalities towards male and female gender roles alike. Specifically, they have succeeded in romanticizing the very attributes that hinder any significant progress made towards true equality between men and women.

Christian Grey, the male love interest in "Fifty Shades of Grey," is described as the ultimate romantic hero with a few surprises. As evidenced by his obsession with BDSM, and his now infamous "Red Room," he is a dominant, alpha male, risk-taker who always gets what he wants.

According to Ana, the novel's female protagonist, Christian is fit, adventurous, powerful, potent and sexy as all get out. These qualities, especially those dealing with his aesthetically attractive features, contort Ana into an unquestioningly subservient being. A sample conversation of theirs captures the detrimental conclusions their relationship has led Ana to regarding her role in life.

[Ana] "You're a sadist?"

"I'm a Dominant." His eyes are a scorching gray, intense.

"What does that mean?" I whisper.

"It means I want you to willingly surrender yourself to me, in all things."

I frown at him as I try to assimilate this idea.

"Why would I do that?"

"To please me," he whispers as he cocks his head to one side, and I see a ghost of a smile.

Please him! He wants me to please him! I think my mouth drops open. Please Christian Grey.

And I realize, in that moment, that yes, that's exactly what I want to do. I want him to be damned delighted with me. It's a revelation.

Romanticizing subservience will only worsen the problem of a male-dominated world.

Guest 'Rite

Ana is nothing but ecstatic upon learning of her new placement in E.L. James' glorified, violent extension of an already-entrenched patriarchy. Pleasing Christian Grey only seems to excite her, and as these thoughts enter her mind, any hope of genuine independence is lost. She now lives to please him, want him, care for him, cook for him, clean for him, bow before him, and satisfy him in any way he desires.

Rosie the Riveter's bandana should not be used to tie her hands to a bedpost. Female oppression should not be turned into a sexual fetish. Yet the author only uses Ana's slim, fragile body to increase the erotic nature of the dom-sub relationship. Ana's "sacred temple," to which she frequently refers, is being ransacked – not unlike Solomon's Temple – and she surrenders herself voluntarily.

Nowhere is her continuing education mentioned; she supposedly attends college, but graduate school is but a distraction on her road towards voluntary, total submission. In a world where women currently hold only 4.6 percent of CEO positions at S&P 500 companies, represent just 18-20 percent of all engineering students and make up 24.2 percent of all state legislators nationwide, it's clear romanticizing subservience will only worsen the problem of a male-dominated world.

And this is how the apple of gradual economic and social independence gets poisoned.

Every single woman who believes Ana's life is an adventurous, exciting and ultimately pleasurable one will forever conclude they must totally and completely submit to men to achieve satisfaction. Obeying their significant other's every whim and fetish, no matter how potentially dangerous or perverted, becomes an obligation women will eagerly carry out, if E.L. James' pop culture fan fiction is to be believed.

Every single man who idolizes Christian Grey for his dominant and abusive behavior will only perpetuate his barbaric tendencies. Following Christian's lead, those men will misguidedly attempt to diminish their partners, just as Christian diminishes Ana.

Realize, dear readers: a book's message can damage a reader's mind far more than its bad grammar ever will.

In School, Cell Phones Delight and Distract

Teachers face dilemma enforcing unpopular phone policy in classes

ANABEL MCGUAN SPOTLIGHT EDITOR

As of 2013, the Diagnostic and Statistical Manual of Mental Disorders, a classification of mental disorders published by the American Psychiatric Society, included "internet use disorder" for the first time.

This addition is not surprising, since cell phone use among teenagers in the U.S. has soared in recent years. In 2013, 78 percent of teenagers owned cell phones, and 47 percent of those were smart phones. Teenagers now have constant access to the Internet and constant communication with their peers.

Kyle Fleming

"Cell phones are really useful," said English teacher Erin Mauch, "but the fact that you can reach each other all the time all day long isn't helping anyone."

Recently, Shaker Heights High School has claimed to have cracked down on cell phone use during the school day. Security guards can take cell phones from students at will, although they rarely do so.

Sophomore Josh Winslow said the SHHS cell phone policy is "weakly enforced." However, he likes it that way. "They should leave [the policy] how it is and not enforce it," he said.

Sophomore Kameron Willis disagreed. "If people actually obeyed the rules, [the policy] would be alright," he said, as it would not need to be enforced.

The school's new, strict enforcement of the policy seems to be a shift from previous years. "I find it interesting, the 180 degree spin from last year's 'bring your own device' to this year's 'we'll confiscate it in the hallways,'" said social studies teacher Kyle Fleming.

Assistant Principal Sara Chengelis, formerly Sara Joyce, said the "bring your own device" policy was at teachers' discretion.

For many students, however, this shift from "bring your own device" to "put your device away" has little or no effect due to lax enforcement.

Mauch feels that there is too much gray area, making the policy difficult to enforce. "When I taught in South Carolina, there was a zero tolerance cell phone policy . . . It was easier to enforce because it was so strict," she said.

Fleming said he lets students look up information on their phones as part of a lesson. "If we're just doing class work, I'll let them plug in and listen to music," he said.

However, Fleming said that cell phone addiction is becoming a serious problem.

"The [students] that bother me are the ones that are on their phones day in and day out and are failing," he said. "I would call it cell phone addiction, or school aversion."

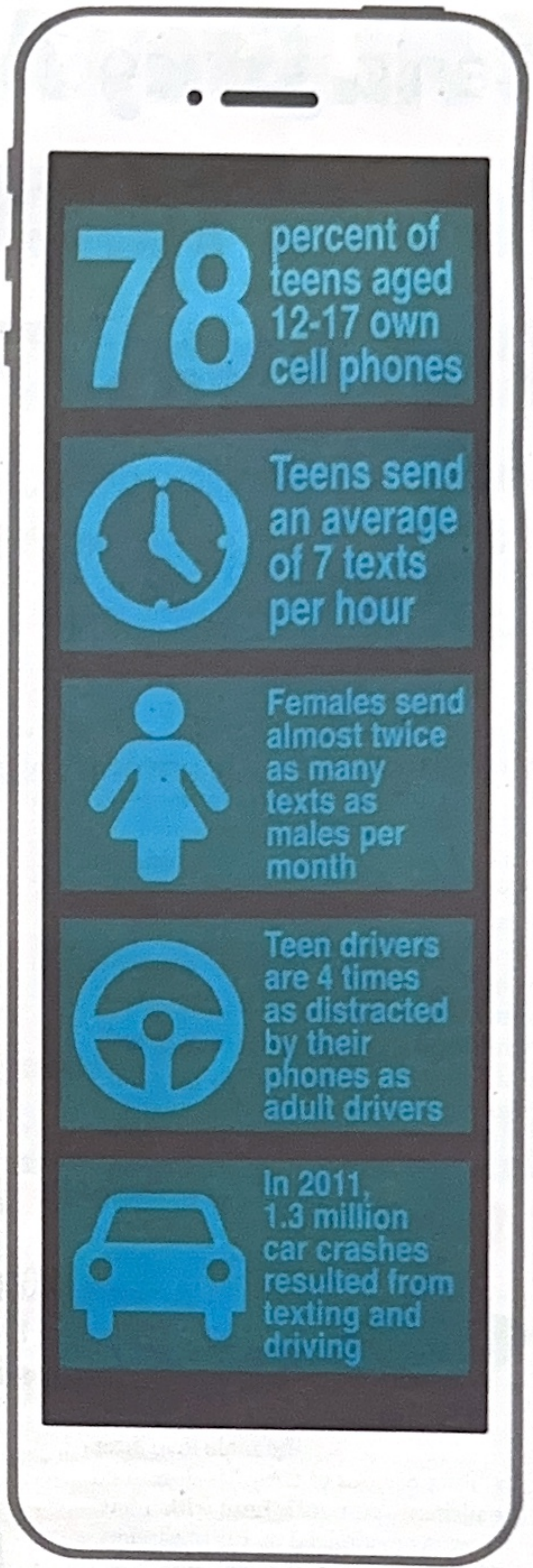
Chengelis said she began taking students' headphones in the hallway and stopping students from talking on their phones three or four years ago.

"I think there's just such a dependency on technology, it's just hard for students to disconnect," said Chengelis. "You get wrapped up in something that's on there or you're constantly in contact with people and I think it's unhealthy."

"I know that there are some of you, and even myself at times, who see your phone blinking or vibrating, and it drives you insane if you can't check it, and to me that's a sign of addiction," said Mauch. "I lose your attention as soon as an alert happens."

Willis agreed. "It is possible to be addicted," he said. "Cell phones are a distraction. I use it all the time, especially in class."

Students can use cell phones to cheat and plagiarize in school, sending pictures of notes to each other or looking up answers during class. As never before, Fleming said, teachers must change their teaching methods to prevent students from using cell phones inappropriately.



ELLIOT SRIKANTIA//THE SHAKERITE

"I try to use humor to make them put it away," said Fleming. "Usually if it's a good student, they will." However, when Winslow uses his cell phone, "the teachers just ignore it," he said. "As long as you do your work, it doesn't really matter."

Willis has experienced similar situations. "On occasion teachers tell me to put [my cell phone] away, but it's never been taken from me," he said.

"I am trying to get students to self regulate," said Mauch. "If I ask you to put [your cell phone] away and I look over at you two minutes later and you have it out again, I'll take it."

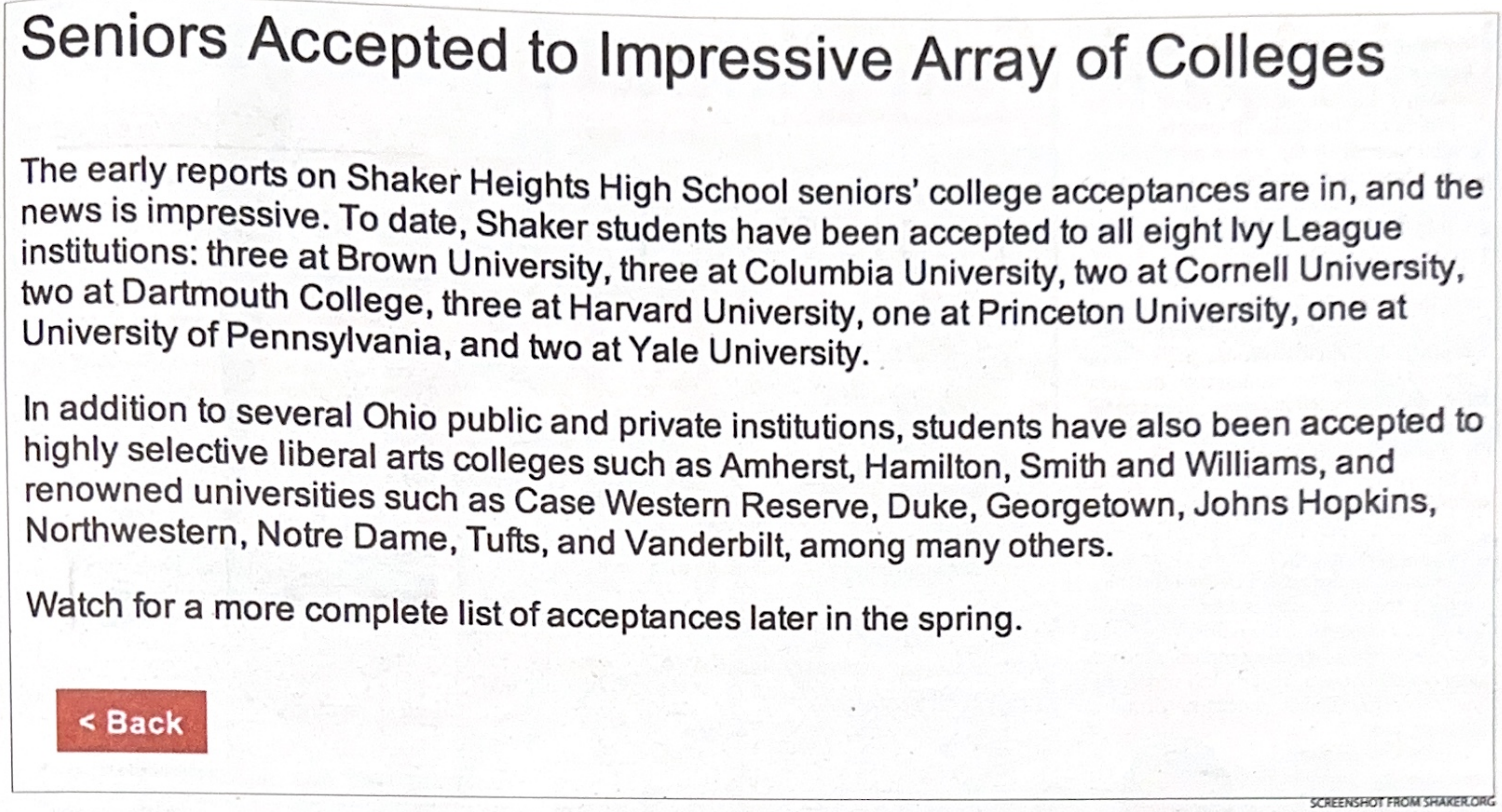
Willis said that his friends can't stop looking at their phones when together. "It's kind of disrespectful," he said.

Mauch agreed. "When I'm talking into the abyss and everyone is on their phones," she said, "I feel like I'm just babysitting."

Spotlight Co-editor Nora Spadoni contributed reporting.

For additional stories, visit our website, shakerite.com. Follow us on Facebook and Twitter @TheShakerite and for sports news @RZ_Shakerite.

SHTA
Shaker Heights Teachers' Association



Seniors Accepted to Impressive Array of Colleges

The early reports on Shaker Heights High School seniors' college acceptances are in, and the news is impressive. To date, Shaker students have been accepted to all eight Ivy League institutions: three at Brown University, three at Columbia University, two at Cornell University, two at Dartmouth College, three at Harvard University, one at Princeton University, one at University of Pennsylvania, and two at Yale University.

In addition to several Ohio public and private institutions, students have also been accepted to highly selective liberal arts colleges such as Amherst, Hamilton, Smith and Williams, and renowned universities such as Case Western Reserve, Duke, Georgetown, Johns Hopkins, Northwestern, Notre Dame, Tufts, and Vanderbilt, among many others.

Watch for a more complete list of acceptances later in the spring.

SCREENSHOT FROM SHAKER.ORG

The district published an early list of colleges and universities that had accepted Shaker students in April 2014, categorizing between Ivy League schools, "highly selective liberal arts colleges" and "many others."

The City Will Know Our 'Impressive Array' Again

Students state diverse views of publishing college acceptances, but in the old days, The Shakerite did so -- students' names included

YASMINE KAYALI STAFF REPORTER

Shaker's list of college acceptances in spring 2014 provoked criticism and a strongly-worded letter. One year later, it remains controversial -- and in practice.

"My view of the list was quite cynical," 2014 senior Ezra Zigmond said of the district publishing his college acceptance along with many other Shaker seniors' last year. "I was surprised. The list seemed to be in such opposition to Shaker's values of fairness and equality."

Acceptances are no longer concealed with the district's list of "Seniors Accepted to Impressive Array of Colleges." Meant to awe the community and interest potential students, without including seniors' names, the district's account of acceptances published on shaker.org last year disturbed students instead.

Though the list did not rate the acceptances or specify who was accepted, it seemed to herald highly selective institutions such as the Ivy League universities over less prestigious schools, such as state universities and some liberal arts colleges.

Zigmond was one of four Shaker seniors -- along with Anna Hundert, former Spotlight Editor Bridget Cook and former Editor in Chief Shane McKeon -- who addressed the district's list last year in a letter to The Shakerite. They criticized the district for emphasizing seniors' acceptances to higher-tier institutions over admissions to less prestigious schools. In a later interview Zigmond, who now attends Harvard University, said, "There's a serious problem with the way that students and parents perceive the college admissions process. Even the students who were accepted to the 'impressive array of colleges' wonder whether they deserve their acceptances."

"Now that I'm no longer a senior, it's even easier for me to see how toxic this attitude is to students and parents," said Zigmond. "I care even more about the problems with college admissions now that it isn't something that I, too, am worrying about."

Some current seniors also dislike the practice.

"I don't think it needs to be a secret where a person got into college, but I disagree with a high school publishing it as bragging rights," said senior Gabe Hersch. "There's a fine line between being proud of one's accomplishments and minimizing those of others."

Senior Mariah Howard agreed. "I understand Shaker's enthusiasm to bring the brightest and most talented to the district, but publishing our acceptances is unacceptable," said Howard. "I applied in the privacy of my own home, waived my rights and signed legal documents. I believe my acceptances should not be publicized for the benefit of the district."

The district's list, however, is far less revealing than an annual list published in The Shakerite for years. As far back as 1956, The Shakerite published annually not a list of colleges to which seniors had been accepted, but seniors' names adjacent to the college they planned to attend. This list, which typically unfolded across two pages of the newspaper, was alphabetized by students' last names and was compiled by reviewing "green sheet" responses seniors submitted to the guidance department.

The list, published in the June edition of the newspaper, was very popular; parents came to the high school to request copies and then reviewed the list in the hallway just outside the newsroom. Counselors used the list to show juniors where seniors of similar interests and academic performance had been accepted (a function now provided by Naviance).

The practice went on unquestioned until the late 1990s, when editors began to wonder whether publishing the list was actually adding to students' already increasing

Ezra Zigmond

"Shaker should be proud of the fact that it has been able to prepare students for success at the prestigious institutions that were featured in the list."

stress and self-consciousness about their college prospects. They reported hearing classmates express concern about seeing their names in The Shakerite next to schools deemed inferior by the community. For example, they noted, students said, "I'm not going to get in anywhere, and it's going to say that I am going to Tri C in The Shakerite."

Heated editorial board discussions ensued for the next few years until editors from the class of 2003 voted to stop publishing the list. They wrote and published on Page 1 an editorial explaining their decision, which was not popular among adults in the community, one of whom wrote a letter to the Sun Press to criticize editors for denying the community this information. Today, seniors informed of the Shakerite's history of publishing both names and schools react with wide eyes and expressions of disbelief.

However, senior Julian DeGeorgia thinks students are too sensitive about the district's practice of publishing the names of colleges and universities. "In my opinion, students have honestly been making too much of a fuss out of it. Shaker should be proud of the fact that it has been able to prepare students for success at the prestigious institutions that were featured in the list," said DeGeorgia. "For a public school, regularly getting into highly selective colleges is kind of a big deal, so why would it be wrong to post a list letting the community know of the school's success?"

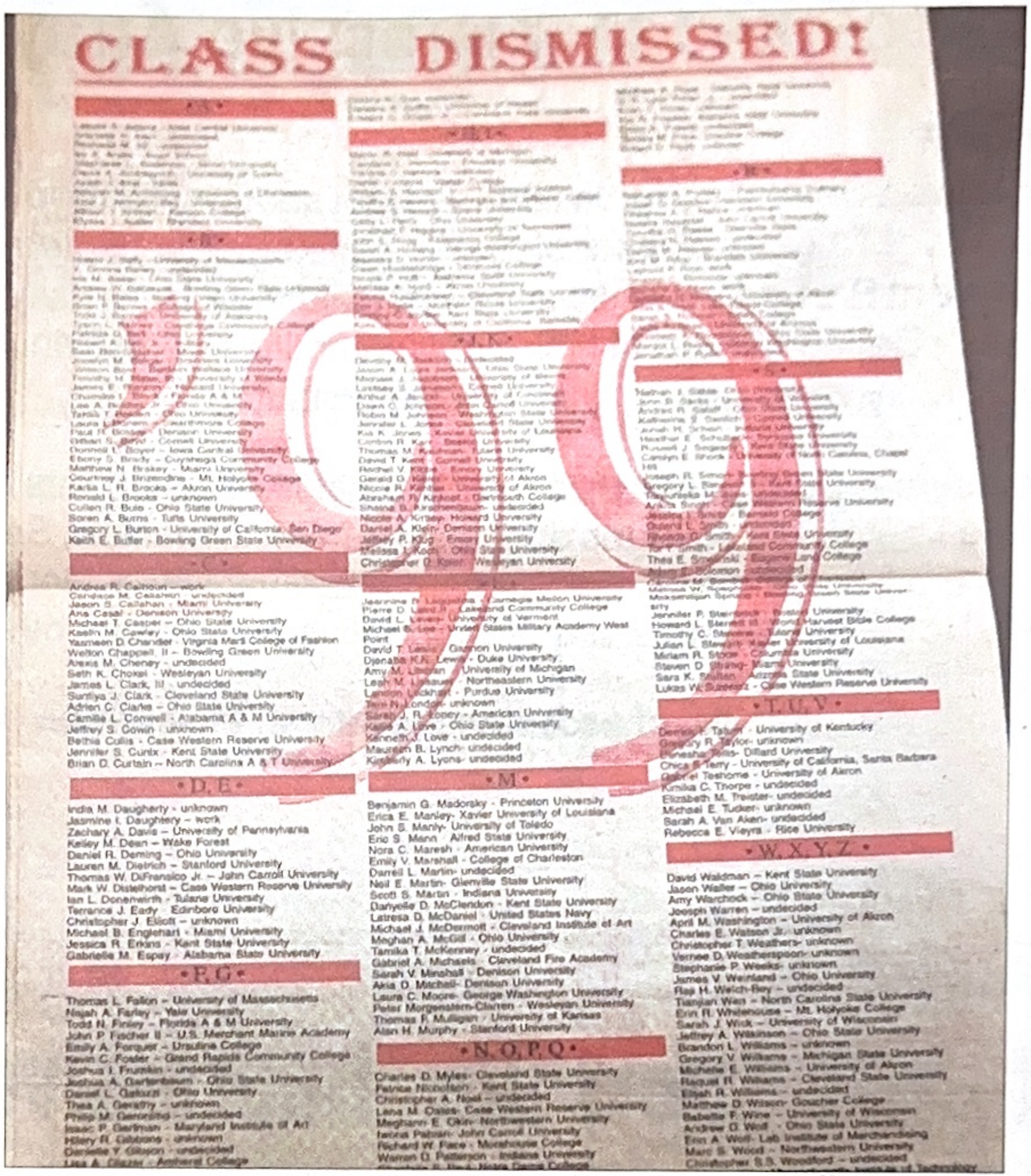
Julian DeGeorgia

Superintendent Gregory C. Hutchings, Jr. said he supports the list because it publicizes all colleges that admit Shaker students.

"We have to keep in mind that Shaker has such a diverse population. We have students who attend Ivy League schools, we have students who attend state schools, two-year institutions and we have students who don't go to school at all," said Hutchings. "It's important for us to highlight all of those areas. I would find a major concern if that was the only thing we ever talked about, the Ivy League schools, but that's not the case. That just happened to be one announcement regarding those particular schools on that list; it wasn't the only list that we posted."

Typically, after publishing a preliminary list of acceptances from selective institutions, the district publishes a longer list of all colleges that have admitted Shaker students. "The full list is published on the website in the summer, when all the data is complete, and in the high school profile each fall so that it can be included with applications," said Communications Director Peggy Caldwell.

"The district was already publishing a list of colleges to which Shaker seniors were admitted when I arrived 21 years ago."



CLASS DISMISSED!

MAGGIE SMITH//THE SHAKERITE

The Shakerite also published a list of each year's college acceptances since 1956, including the students' names. This tradition continued through 2002. Shakerite editors decided to stop the practice in 2003 in light of students' increasing anxiety about college admissions.

However, the administration's reasoning has not convinced all students.

"The issue is that there is a huge difference between the intention and the effect of publishing such a list," said Hersch. "The school intends to show how successful its students are, but in doing so marginalizes the accomplishments of others."

Howard argued the list disregards Shaker's diversity. "I feel that there are more important issues to be published other than the few students who've been accepted to prestigious institutions," she said. "You would think as Shaker being diverse in culture we'd address issues at hand instead of masking them with small accolades we've been awarded."

Guidance counselor David Peterjohn said the list could bring negative effects to students' mental health. He explained that it depends on the student, but publishing the list can add extra stress and anxiety.

"A student should choose a school based on what the best school for them is, not what school is the best on a list in a magazine," Peterjohn said.

After the Shakerite's letter to Hutchings protesting the list last year, whether the district will change its practice remains unknown.

"I'm always happy to see a fair list at the end of the school year that shows every college acceptance."

EZRA ZIGMOND

Bridget Cook ('14), The Shakerite's former spotlight editor, co-wrote the letter to the district with Zigmond, Hundert and McKeon, and questions if the letter will prompt change. "The district has hopefully learned not to rank its students, but something tells me nothing will change in the way they handle reporting students' admissions.

"I'm interested to see if the piece last year influences this, but I'm honestly not sure how they'll proceed," Cook said.

Howard hopes the district refrains from publishing any list. "Quite frankly, it's not anyone else's business besides the student's and their family to know where they got accepted," she said.

Zigmond took a more compromising view. "I certainly hope that the district doesn't make a divisive list of acceptances again. Given that there is no levy this year, I doubt that they will," he said. "I'm always happy to see a fair list at the end of the school year that shows every college acceptance."

As for the future of the list, Caldwell said, "We will publish the full list on the website and in the high school profile as in the past. But again, I would emphasize that it is only one rough indicator. "No school or student should be judged solely on one factor."

This Holiday Season, Eat -- Nevermind

Springtime religious holidays such as Lent, Passover and Ramadan alter culinary customs, provide new foods to help members bide time

ZACHARY NOSANCHUK STAFF REPORTER

ANDREW BOYLE//THE SHAKERITE

On Mardi Gras, the day before Lent, some Christians feast to prepare for the 40-day holiday and make such traditional dishes as the colorful King Cake.

Although winter festivities seem like recent memories, we've already entered a new season of holidays. Lent, Passover and Ramadan all have one trait in common -- food. Through fasting, giving up fat or sugar, or abstaining from risen starch, each of these holidays changes students' usual eating habits. From now through June, they will all establish a presence in Shaker Heights.

Lent Marks Time to Change

Lent is a 40-day-long Christian holiday that begins on Ash Wednesday and ends on the Holy Saturday before Easter Sunday, this year beginning Wednesday, Feb. 18 and ending Thursday, April 22. Primarily observed by Catholics, Lent is considered a time to repent past misdeeds and take moments to appreciate loved ones.

"The word 'Lent' literally means 'springtime' . . . a time to change, or turn to God. The 40 days mirror the 40 days Jesus spent in the desert before beginning his public ministry," said Reverend Tom Fanta, pastor of St. Dominic's Catholic Church in Shaker Heights.

Father Tom Fanta

Although sophomore Luke Milgram does not find as much spiritual meaning in the holiday, he appreciates it. "I just think of Lent as a time to solidify my faith and a time to repent from my sins," he said.

Traditionally, people observing Lent spend around 30 minutes per day in silence, to help them focus on their religious selves instead of outer distractions. However, more significantly, Christians practicing Lent must give up something meaningful of their choice during the 40 days, such as electronics, sweets, fatty foods, fast foods and even coffee or soft drinks. Reflecting and abstaining from food or comfort are intended to strengthen people's relationship with God by exemplifying Jesus' sacrifice.

"I prefer to give up something that's bad for you, such as a few years ago I gave up ice cream for Lent," said freshman Andrew Frye.

"As a family we don't give up anything," said Milgram. "We give up items individually. This year, I gave up candy, my sister and brother both gave up video games, my older brother gave up chocolate, and both my parents gave up sweets and are only drinking black coffee."

However, some Christians take different approaches to the holiday. "I traditionally do not 'give up' things during Lent . . . I prefer to do extra things," said Fanta. "One year, I tried to write three letters a week to people who have supported me in life, as a way of thanking them for their friendship. Another year I did '40 bags in 40 days' . . . trying to declutter my life and giving clothes, shoes, et cetera to the poor."

This year, in fact, the Pope spoke about Lent during a speech, saying that instead of giving up, to give back, according to the Huffington Post. Fanta's outlook on the tradition mirrors the Pope's suggestion.

To prepare to sacrifice during Lent, many Christians celebrate Mardi Gras the day before Ash Wednesday. On Mardi Gras, which means "Fat Tuesday" in French and occurred Feb. 17 this year, feasts, parties and parades are common. The extravagance also lets Christians use up certain household commodities, such as sugar and alcohol, before Lent begins. Mardi Gras is often associated with New Orleans, where it is arguably most celebrated. Mardi Gras meals often feature such cajun and creole dishes as gumbo, a hearty spicy stew, jambalaya, a meat and vegetable filled rice dish, and muffuletta, a sandwich with olives, capers, and other salty ingredients. King Cake, a brightly-colored circular cake with a cinnamon or almond paste filling and purple, green and gold sugar on top, holds a toy Baby Jesus inside, the discovery of which is used to determine who will have good luck in the coming year.

> **"One food tradition is eating fish on Fridays, and in fact a lot of churches and restaurants will hold fish fries on Fridays during Lent."**
>
> **ANDREW FRYE**

On Ash Wednesday, Christians share another tradition. "Ash Wednesday begins the season of Lent, and is named because Catholics will have ashes marked in the sign of the cross on their foreheads to show their willingness to die to old ways of living and rise to new ways of being like Jesus," Fanta said. Another common tradition during Lent is giving up meat on Friday. This is a mainly Catholic tradition, and some Christians who practice Lent do not follow it.

"I give up meat on Fridays and I eat other foods, such as fish," said Frye. "One food tradition is eating fish on Fridays, and in fact a lot of churches and restaurants will hold fish fries on Fridays during Lent."

As Frye mentioned, many restaurants offer a fish special on Fridays during Lent, including Yours Truly and Wexler's Tavern and Eatery. The Academy Tavern offers a Friday fish-based soup special, and Wexler's and Yours Truly offers fish on Ash

King Cake

Adapted from Emeril Lagasse's 2008 recipe for The Food Network -- Serves 12

A staple of Mardi Gras celebrations hailing from New Orleans, King Cake provides a delicious, bright alternative to plainer desserts. Lemony-vanilla glaze and purple, green and gold sugar -- representing justice, faith and power -- adorn the circular cake, which is made from a rich, bread-like dough. Fillings vary among almond paste, cinnamon swirl and vanilla cream cheese; this recipe includes almond paste, my favorite.

Another King Cake quirk: each one has to include one small, plastic baby Jesus. The toy is entirely harmless to both the cake and the eater. According to tradition, whoever gets the baby Jesus in his slice of cake has to make the King Cake for next year's celebration. Alternatively, he just gets a year's worth of good luck. Most people choose the latter interpretation. You can order a King Cake baby online, or use a pecan half or uncooked dried bean instead. -- Abby White, Print Managing Editor

Materials:

Large baking sheet, parchment paper, assorted sized bowls, mixing utensils, food processor.

Ingredients:

Dough:
½ cup warm water (105-115 degrees)
2 packages dry yeast (equivalent to 2 tablespoons)
2 teaspoons sugar
4 cups flour
½ cup sugar
2 teaspoons salt
1 teaspoon ground nutmeg
1 teaspoon grated lemon zest
½ cup warm milk (105-115 degrees)
½ cup melted unsalted butter, cooled
5 egg yolks
1 King Cake baby, pecan half or uncooked dried bean (optional)

Filling:
1 ½ cups blanched almonds
1 2/3 cups powdered sugar
¼ cups egg whites

Glaze:
2 cups sifted powdered sugar
2 tablespoons lemon juice
2 tablespoons water
Purple, green and gold (or yellow) sugar crystals

ANDREW BOYLE//THE SHAKERITE

Preparation

Filling:

In a food processor, grind the almonds into a fine powder, approximately 2 minutes. Add the powdered sugar and blend well. Transfer the mixture to a large bowl and, using a wooden spoon, blend in the egg whites until smooth.

On a flat surface lightly dusted with powdered sugar, roll out the almond paste into a long, flat, vaguely rectangular shape. Cut the paste into strips, about one inch wide apiece. Wrap the strips in parchment paper and refrigerate until ready for use.

Dough:

Preheat the oven 350 degrees. In a small bowl, combine the warm water, yeast and 2 teaspoons sugar. Mix these ingredients well and set aside to a warm place for about 10 minutes. In a large mixing bowl, combine the 4 cups of flour, ½ cup sugar, salt, nutmeg and lemon zest. Then add warm milk, melted butter, egg yolks and the yeast mixture. Beat the mixture until it becomes a smooth dough.

Turn the dough out on a lightly floured surface. Knead flour into the dough until it stops being sticky. Then, continue kneading for about 10 minutes, until the dough becomes smooth and elastic.

Place the dough in a well-greased bowl. Turn the dough once so the greased surface is on top. Then, cover the dough and let it rise in a warm place for about 1½ hours, or until it doubles in bulk.

Once the dough has finished rising, place it onto a lightly floured surface and punch it down. Knead the dough lightly. Using a rolling pin, roll the dough into a long, flat, vaguely rectangular shape. Press the strips of almond paste into the dough so that the paste covers the dough evenly. Then, roll the dough into a cylinder about 30 centimeters long, pinching edges together.

Place the cylinder onto a buttered baking sheet. Shape into a ring, placing a well-greased, small, oven-proof bowl in the center to keep its shape; pinch the cylinder's ends together to seal the ring.

Press the King Cake baby or substitute into the ring from the bottom so that the dough hides it completely. Cover the ring with a towel, and let it rise in a warm place for about 45 minutes, or until it doubles in bulk.

Bake the cake for 30 minutes, or until golden brown. Remove the center bowl immediately. Allow the cake to cool before applying glaze.

Glaze:

Combine the powdered sugar, lemon juice and water and beat until smooth.

To finish the cake, drizzle it with glaze and sprinkle the sugar crystals over it, alternating colors.

Wednesday and every Friday.

Joe Kotran, manager of Yours Truly, which offers Friday fish fries throughout the whole year, appreciates them. "It's something the company has been doing for a very long time," he said.

Kotran celebrates Lent, and therefore understands the want for them. "We have people who come in every Friday for the fish fries," said Kotran.

Unlike Frye, Milgram and his family do not give up meat. "Although giving up meat is customary during this holiday, my family and I do not participate in this tradition," he said.

"Every ethnic tradition has certain foods that they share in during Lent. This came out of the practice of giving up meat on Fridays. As a parish, we have a fish fry every Friday," Fanta said.

Rabbi Josh Caruso

Spring dishes, such as peas, asparagus, leg of lamb, and egg-themed desserts are served on Easter, after Lent, according to Food and Wine Magazine.

Despite Lent's time-specific traditions, "anybody can practice the season of Lent," said Fanta. "Although we should try all year to become more like Jesus, the 40 days really helps Christians to focus on their faith and those in need around them."

Passover Honors Enslaved Ancestors

Beginning Friday, April 3 and ending Saturday, April 11 this year, Passover is a Jewish holiday celebrating the Jewish slaves' biblical Exodus from Egypt. Judaism has a different calendar, so this holiday can be observed at different times during the year. During Passover, called Pesach (pay-sah) in Hebrew, Jews usually give up risen starch, such as bread, couscous, baked goods, and most foods with flour, the definition varying depending on whether Jews practice reformed, conservative or Orthodox Judaism, and whether they hail from Sephardic or Ashkenazi ancestry. For instance, different Jewish families and branches decide whether or not to eat rice, as views vary on whether it counts as a risen grain.

Rabbi Joshua Caruso of Fairmount Temple in Beachwood believes that most branches of Judaism celebrate Passover similarly . "I think we all, pretty much, embrace those large broad concepts of Passover: freedom and justice," he said.

Jews refrain from eating leavened grains during Passover to remember their ancestors fleeing slavery from Egypt. According to the Book of Exodus, the Jews fled Egypt so rapidly after the Pharaoh finally gave them permission to leave that their bread could not fully rise. As such, on their journey to the Promised Land, the Jews ate crunchy, unleavened bread called matzah instead. Matzah is one of the few grains that Jewish people can eat during Passover, as it has not risen.

Freshman Emma Duhamel, an active Jew in her temple, finds food restrictions on Passover frustrating. "I love bread a lot, and not being able to eat it is super difficult," she said.

Conservative and Orthodox Judaism usually advise to not even eat corn syrup, as it counts as a starch. The rule against corn syrup is especially hard to follow today, because most snack foods include it.

Duhamel is matzah-averse. "I hate matzah. It tastes like what would happen if you burned cardboard," Duhamel said.

Other food-related Passover rituals exist as well. More conservative Jews follow the tradition of "sell your chametz," Caruso said. Chametz refers to the bread and grains Jews keep before Passover. Some people "sell" the chametz in their pantry to a non-Jewish friend. Then, after Passover, the Jew takes the money and the chametz back into their possession, to simulate selling off the starch. However, this tradition is uncommon: most families hide their chametz in sealed containers until Passover ends or ignore the chametz in their pantries.

Families and friends gather the first night of Passover to hold a Seder, a long meal and service that recognizes the history of the holiday with stories, songs and prayer. Some families celebrate Seders the second or third nights of Passover as well, depending on their religious traditions.

During the Seder, family members recite parts of the story in different ways. For example, the youngest child is always supposed to recite the "Four Questions."

"I never enjoyed reading the four questions since I was almost always the youngest," senior Simon Brown said.

Matzah Brei, Pancake/Souffle Style

Serves 4

This delicious Passover breakfast provides an alternative to French Toast. The salt rounds out all the flavors; the cloves add extra complexity, but can be omitted. If the pancake falls apart during cooking, simply push it back to its shape and the cooking of the egg will keep it together. --Zachary Nosanchuk, Staff Reporter

Materials:

Medium-sized skillet, large whisk, 2 large bowls, spatula, serving plate.

Ingredients:

5 eggs
¼ cup milk (any type)
¼ teaspoon cinnamon
Pinch nutmeg
Pinch ground cloves (optional)
½ teaspoon vanilla
5 pieces of matzah
2 tablespoons butter or enough cooking spray to cover skillet
Jam, maple syrup, cinnamon sugar, or other preffered toppings

Preparation:

Whisk together eggs, milk, cinnamon, nutmeg, cloves (if using) and vanilla until a uniform yellow color appears. Cinnamon streaks can remain, as they contribute to the dish's rustic flair.

In a separate bowl, crumble the matzah into small pieces and pour enough warm water on top to cover them. Soak the matzah pieces, moving and squeezing the bitsfrequently, for 30 seconds, or until soft. When done soaking, squeeze excess water from crumbled, soft matzah and place the matzah in the egg mixture. Mix together egg custard and crumbled matzah thoroughly.

Melt butter in a medium skillet over medium-high heat until sizzling. Alternatively, if using cooking spray, heat the pan on a medium-high heat until the pan becomes hot and then spray on cooking spray. Pour the "matzah brei batter" into the pan, and cook for 6 to 7 minutes or until browned, placing spatula under pancake occasionally to loosen. To flip, slide the pancake onto a large plate. Then, place an upside-down skillet on the pancake and flip it over, so the browned side faces upward.

Cover the pan, reduce to medium heat and cook for 5 minutes. This step is crucial: it gives the matzah brei a fluffier, lighter texture and cooks the brei throughout. Slide the brei out of the pan and let it rest for 1 minute. Slice into pie-like slices or quarters, and top with maple syrup, various jams, or cinnamon sugar.

Note:

This recipe can be easily adapted for a scrambled version. Simply pour the matzah brei batter into the buttered skillet, and cook like scrambled eggs, sliding the cooked sides into the center of the mixture. Continue, stirring frequently, until thoroughly cooked. Serve with syrup.

ANDREW BOYLE//THE SHAKERITE

Matzah Brei, a traditional Jewish dish served during Passover, sits next to Passover symbols representing the Ten Plagues and food on the seder plate, as well as Matzah.

Imam Mohamed Magid

Throughout the entire meal, a symbolic Seder plate sits in the middle of the table. Parsley, for simplicity and pain; egg, for long life; a shank bone, or inedible piece of meat, for sacrifice; and horseradish, for bitterness of slavery, fill the Seder plate.

Seder practices also remember the Ten Plagues God sent unto the Egyptian people, such as frogs, lice and the Nile turning to blood, to make the Pharaoh free the Jews.

"We have a kit with toys to represent the Ten Plagues. When we read the plagues during the Seder, we pass around each toy," Duhamel said. Many Jewish families employ this tradition or similar ones.

Matzah also features heavily into the Seder, as attendees use it to sandwich haroset--a mixture of wine, apples and cinnamon--, eat it on its own, and use it for a child's game. Adults hide this portion of matzah -- the afikoman -- in the house for children to find. The child who finds the afikoman receives a prize.

"Searching for the afikoman is a way of keeping the seder interesting for the kids," Caruso said.

Caruso thinks Passover interests Jews in a way unique from other holidays. "One of the interesting things about Passover is, for lots of Jews who are not necessarily observant, Passover has this sacrosanct quality to it," he said. "There's something about Passover that people get very connected to."

"I find that I have congregants who ask 'Is this kosher for Passover?' and 'When can we eat bread again?'" Caruso said.

Although Jews must give up risen starch during Passover, the holiday highlights many underappreciated foods. Even matzah, despite its hard, often stale texture and appearance, can be used in appetizing ways. It holds spreads such as jam, peanut butter and cream cheese well, and when ground into Matzah meal often replaces flour in desserts and other foods.

A popular use of matzah is in a dish called matzah brei, a replacement for French toast. The chef crumbles matzah and soaks it in a mixture of beaten eggs, milk and spices before cooking the mixture with butter. Here,

Egyptian Lentil Soup

From Imam Mohamed Magid -- Serves 4

Muslims eat this spiced, traditional soup during Ramadan after sundown. This soup is especially popular in Sudan, Imam Mohamed Magid's homeland, during the holiday. Either vegetable stock or chicken stock works well in this dish. The pita chips are vital for crunch and texture. --Zachary Nosanchuk, Staff Reporter

Materials:
Large saucepan, wooden spoon, medium pot, immersion/hand blender or regular blender, serving bowls.

Ingredients:
2 cups dried orange split lentils (also called red lentils)
8 cups low sodium vegetable or chicken stock, more as needed
1 medium tomato, chopped
1 thin-skinned potato (like Yukon gold), cut into a small dice
1 carrot, peeled, cut in a small dice
2 tablespoons olive oil
1 large onion, finely chopped
1 teaspoon ground cumin
1 teaspoon ground turmeric
1 tablespoon chopped fresh parsley or cilantro
Pita chips to garnish*
Salt and pepper, to taste

Preparation:

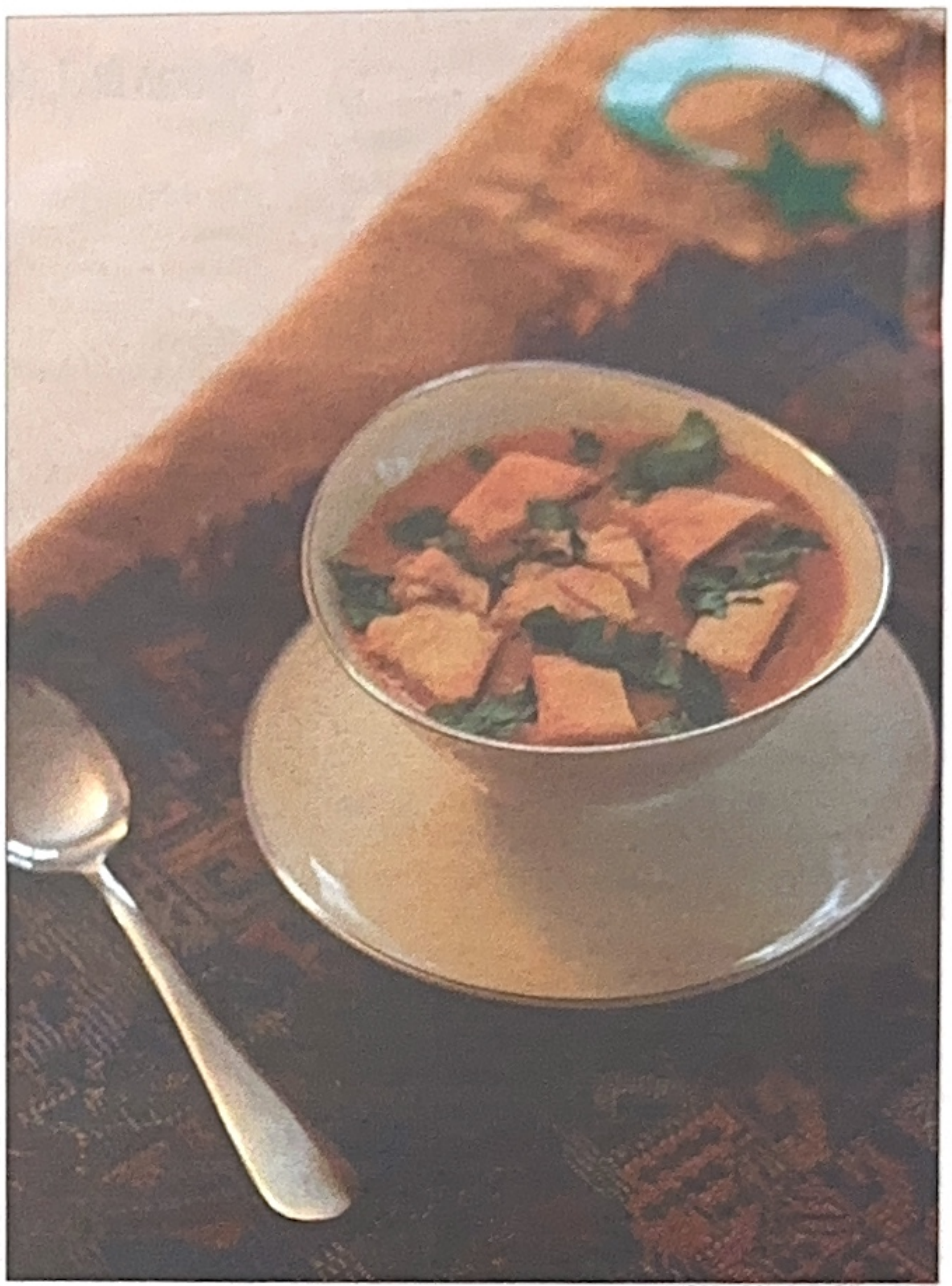
In a large saucepan, cover the lentils with 5 cups of stock. Add tomato, potato, carrot, and salt and bring to a boil; reduce heat and simmer for 30 minutes, skimming any foam that forms on top.

Meanwhile, heat oil in a medium pot over medium-high heat. Add the onion and sauté for about 2 minutes, then turn the heat to medium-low and cook until golden and caramelized, about 8 minutes. Make sure the onions do not burn, as if they do, they will change the flavor of the soup. Stir in the cumin and turmeric, cook 1 minute. Turn off heat and set aside.

Remove the lentil mixture from heat and purée using a hand-held immersion blender or in batches in the regular blender. Add to the onions and spices along with the 3 cups stock, if you prefer a thicker soup, add less. Bring soup to a simmer and cook for about 10 minutes, or until flavors meld.

Season to taste with salt and pepper. Serve immediately, topped with the pita chips and parsley or cilantro.

*To make your own pita chips, cut store-bought pita into wedges, mix with olive oil, salt and pepper, and bake in a 400-degree oven until crisp. If not, simply buy plain pita chips.



ANDREW BOYLE//THE SHAKERITE

Egyptian Lentil soup, a common dish in Imam Mohamed Magid's homeland of Sudan, among Ramadan's most prominent symbols, including dates and a crescent moon and star cut out of green paper. Muslims break the fast by eating dates to recall the Islamic prophet Muhammed, who practiced the same tradition, according to Muslim texts. Green is considered a holy color due to Muhammad as well: it was supposedly the prophet's favorite hue, and the Quran references it often.

tactics diverge. Some matzah brei devotees cook it like scrambled eggs, while others cook the dish like a large pancake or souffle and slice it into pie-like pieces.

"I make sure I really soak the matzah to make it nice and soft because I find it makes a better matzah brei," said Caruso, who prefers the scrambled version.

Other popular foods at Passover Seders include lamb, chicken, brisket or the famous Matzah Ball soup. Lamb dishes relate to another part of the Passover story: when Jews spread lamb blood over their doors so that God would pass over them during His tenth plague, the death of all first-born Egyptians. The holiday's name stems from this event. Additionally, preference for "sinkers" or "floaters," referring to the buoyancy of the matzah balls, provides a common meal time debate.

"I like both. I usually get two, one sinker and one floater," Brown said.

However, some Jews do not even know of the difference between the two, such as Duhamel.

Preferences also abound regarding people's favorite Passover Seder foods. Brown favors brisket, while Duhamel loves the gluten-free pies often served. "I'm really a big fan of the Kosher for Passover desserts," she said. "I've never been too keen on the main courses, but I'm always up for a Passover pie."

For Duhamel, and most other Jewish students, eating grainless lunches at school provides the bigger problem.

AVI sources could not respond to questions in time for publication.

Brown exchanges the no-risen starch Passover rule for convenience. "I usually just end up eating the school lunch," he said.

"I find [lunch during Passover] really hard. Usually, I pack a lunch on Passover, but I've been able to find food before," Duhamel said.

Ramadan Recalls Less Fortunate

The Muslim holiday of Ramadan lasts a full month, from Wednesday, June 17 until Friday, July 17 this year. Because Islam follows a lunar calendar, Ramadan falls at different points every year, sometimes occurring during school and other years not. Muslims practicing Ramadan abstain from food and drink from dawn to sunset every day of the month, except for a large meal before dawn, called "suhoor," and a sumptuous, late meal after sunset called "iftar." The practice is followed to simulate how the prophet Muhammad fasted, letting Muslims feel less fortunate people's plights.

Even Imam Mohamed Magid, of All Dulles Area Muslim Society (ADAMS), and founder and chairman of International Interfaith Peace Corps, says fasting can be hard. The IICP is a new organization geared towards bridging the gap between different religions, consisting of bishops, imams, rabbis, and other religious officials.

Fasting is easier in the winter for most Muslims because of the shorter days, but in the summer, when Ramadan occurs this year, Muslims must fast from 4 a.m. until 8:30 p.m.

"When I was young, the first time I fasted, it was in Sudan and it is very hot there," said Magid. "We didn't have electricity, we didn't have air conditioning. But still, we were able to do it."

Magid's younger child attends a Muslim school, but his oldest goes to a regular high school and faces culinary temptations there, especially during lunch. Many congregants often ask Magid for help fasting. His tip: go to the library or some other non-food related place during lunch, instead of the tempting cafeteria.

> **"For lots of Jews who are not necessarily observant, Passover has this sacrosanct quality to it."**
>
> **JOSH CARUSO**

ANDREW BOYLE//THE SHAKERITE

Lent, Passover and Ramadan all offer foods to celebrate the occasion, even as they require culinary sacrifice. Each holiday encourages those practicing to remember hardships, either of their ancestors, their founders or their fellow man.

"I have been tempted [to break the fast] before, and I just think, 'Only blank many hours until I can eat,'" sophomore Muizz Hassanali said.

However, freshman Adnan Reddy said fasting is not such a problem. "You get used it," he said.

Only sick, elderly and pregnant Muslims are exempted from fasting during Ramadan. "People who break their fast must make it up another time," said Magid. "If a person is very old or has a sickness and cannot fast at all, they must feed another person who is needy every day for a month."

Hassanali's family observes different hours for the holiday, to make it easier to fast in the modern day. "We fast from 6:00 [a.m.] to 6:00 [p.m.], not sunrise to sunset, and in Cleveland it is a little harder to follow that than it is in Saudi Arabia," he said.

While Ramadan emphasizes self-control, it also encourages good deeds, devotion and community. Magid says that chapter two of the Quran, the holy book of Islam, states that Muslims should fast from dawn until sunset for a month. The holiday includes a substantial amount of prayer, including before and after meals.

One billion people around the world celebrated the holiday in 2014, according to Colorado State University.

"The purpose of [Ramadan] is to feel how poor people feel, without food or water," Reddy said.

However, unlike the impoverished, Muslims can break their fasts at night. When they do, they share one universal tradition. "Muslims break the fast by eating dates," Magid said, to follow in the steps of the Islamic prophet Muhammad. According to legend, Muhammad ate dates to break his fast as well.

"Fasting gives you a feeling of what other people feel if they don't have food."

IMAM MOHAMED MAGID

Hassanali offered another reason. "Your body is not ready for a big meal after fasting all day, so dates are good for your body as they are high in sugar," he said.

But after the dates, meals vary. Some Muslims eat regular food that they would eat on any weekday, while others enjoy traditional Mediterranean dishes. Some of these include flat bread, meat skewers, hummus, fava beans, soup and tabbouleh, a salad of parsley, tomato and bulgur. Sawine, a cooling vermicelli pudding, is a common dessert. Spicy chickpea or vegetable soups are traditional in Moroccan culture, while a lentil soup is popular for families from Sudan or Egypt.

In Magid's homeland of steamy Sudan, families would take their food outside on large trays, he said. When a person passed by, families would try to convince them to sit and eat with them, to build community connections. Afterwards, families returned inside their houses for tea, coffee and to do Jarwih (jar-we).

Jarwih is a routine, nightly prayer during Ramadan. There are 30 parts to the Quran, and Muslims are supposed to read a part each night. By the end of Ramadan, Muslims will have read the entire book of Quran.

"Muslims are always looking forward to breaking the fast," Magid said. After the 30 days of fasting, a very large celebration takes place, called Eid-al-Fitr. During the three-day holiday, families visit other relatives, get and give gifts, and eat copious amounts of food.

"There are special foods for Eid," said Hassanali. "Everyone buys new clothes, and there are parties."

But during this feasting holiday, Muslims do not stray from the central idea. During Eid-al-Fitr, all Muslims are encouraged to donate to the poor as well.

Although culinary practices vary among religions, most religions include some kind of dietary guidance. Customs such as fasting and abstaining from meat, for example, occur in more than one faith and could have emerged for practical rather than initially spiritual reasons, such as famine. Other practices, such as avoiding certain foods, may have health at their root. In the days before food preservation and refrigeration, certain foods spoiled quickly and thus may have been forbidden for the sake of people's health.

Over time, however, practical dietary customs developed deep, spiritual significance.

Said Magid, "Fasting gives you a feeling of what other people feel if they don't have food."

PHOTOILLUSTRATION BY MATTHEW WHITESIDE//THE SHAKERITE

Lisa Damour, director of Laurel School's Center for Research on Girls, said society has helped shrink girls' confidence. "When something goes wrong, girls are much more likely to blame themselves," she said.

School Isn't Girls' Problem; It's Esteem

Confidence issues, gender stereotypes affect class choices, although they shouldn't

NORA SPADONI SPOTLIGHT EDITOR

In third grade, I made it into the 500s Club in the computer math program we worked on weekly in my class. Along with four boys, I headed down to the principal's office for a prize.

As we walked there, one of the boys leered in my face. "You're the only girl," he sneered, "because girls suck at math."

Girls suck at math. They suck at science, too. That seems to be the mantra of my life, and I know I share this experience with every other teenage girl.

When walking through the halls, I hear girls constantly degrading themselves, calling themselves "stupid" to make sure no one is intimidated by their smarts. Why do high school girls have such low confidence in academics, or at least pretend they do?

I talked to Lisa Damour, director of Laurel School's Center for Research on Girls, to answer this question. The Laurel School's Center for Research on Girls is an organization devoted to incorporating the best available information on how girls learn and grow into Laurel students' education.

"Girls do this thing where they go from the specific to the global really fast. A girl might not know the answer to one question and instead of saying 'I don't understand that question' she'll say, 'Well, I'm bad at math,'" said Damour. "When something goes wrong, girls are much more likely to blame themselves."

For many girls, society has taught them that they are wholly to blame for their mistakes. Constant apologizing is an automatic response for girls, to the point where I was astounded when I realized how often I was doing it. Boys, on the other hand, will look to other causes for their mistakes besides their own ineptitude.

Damour explained these discrepancies between boys and girls. "Somehow we socialize boys, maybe with sports, that it's really OK to go out there and beat your best friend and you're still best friends -- it's not a big deal," she said. "We don't set girls up the same way, with this idea that competing with your friends is fun and fine."

It seems normal for boys to beat each other up, literally, and stay on great terms. When a boy answers incorrectly in class, other boys jokingly make fun of him. Girls don't compete with each other like that, out of fear that they'll be branded as "annoying," or worse, "smart." (The horror!)

Lisa Damour

However, teenage girls' lack of confidence extends farther than just academics. Seven in 10 girls believe they are lacking in terms of appearance, according to dosomething.org, an organization dedicated to "making the world suck less" through campaigns for social change. Those girls are four times more likely to make decisions with boys that they'll end up regretting later in life, using promiscuity as a means to build confidence. Interestingly, there is a correlation between the way girls view their bodies and how they perform in school.

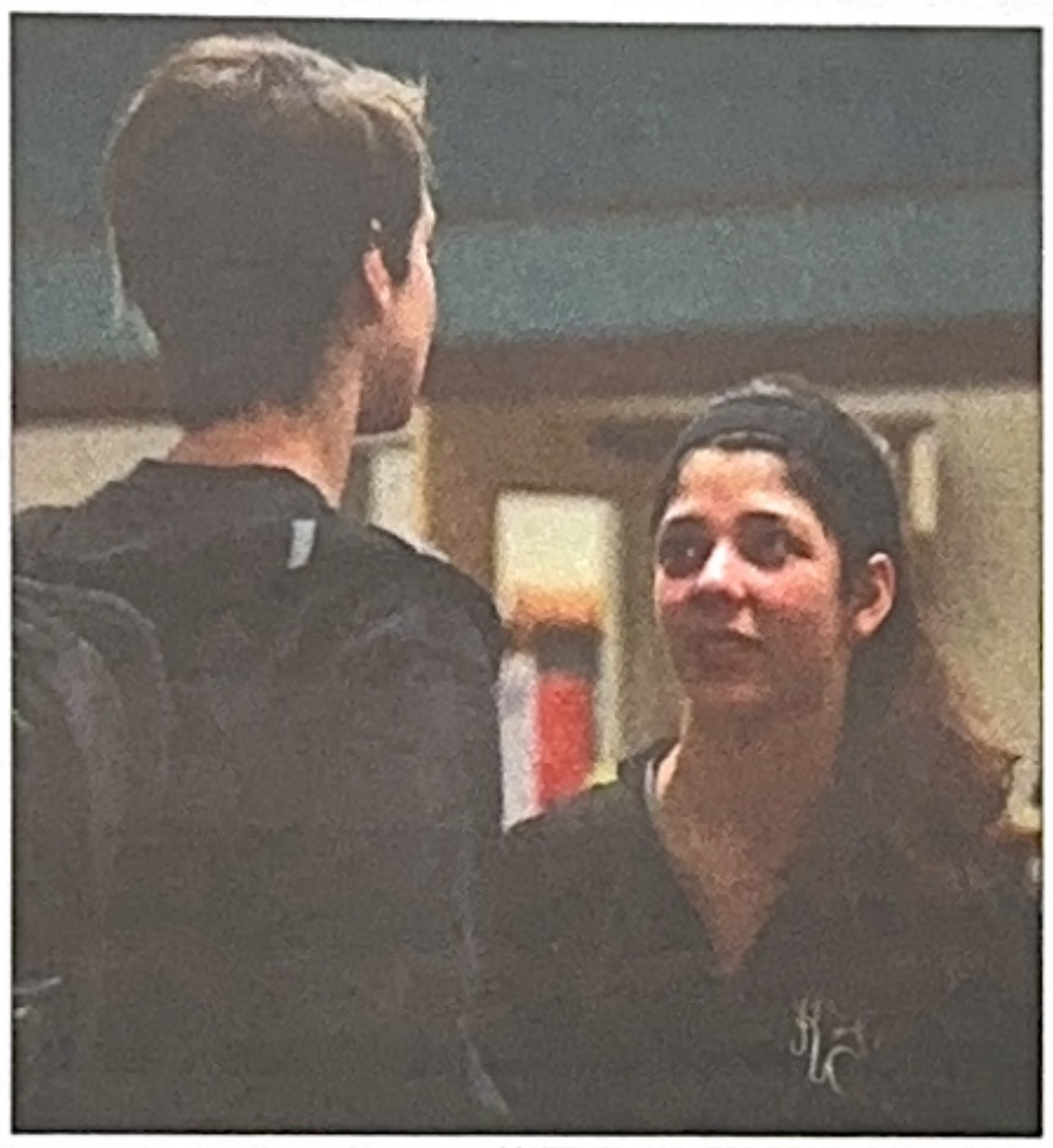
Both Damour and Kathleen Kash, chairwoman of Case Western Reserve University's physics department, referenced a study in which girls and boys were both given a math test while seated in front of a mirror -- once while wearing a swimsuit and once while wearing clothing in which they felt comfortable. The girls scored poorly on the test they took in swimsuits compared to the test they took in comfortable clothing, while the boys scored the same on both tests.

"When girls are feeling self-conscious about their bodies, it makes them uncomfortable and distracted and actually hurts their academic studies," Damour said.

So, now my appearance weighs on my academics, too. Girls can hardly leave the house without being bombarded by images of freakishly-skinny, computer-modified

MATTHEW WHITESIDE//THE SHAKERITE

The gender divide in math and science fields is uneven, but has improved: women comprise 18-20 percent of women in graduate school physics now.



MATTHEW WHITESIDE//THE SHAKERITE

Girls often act less intelligent to impress boys, especially at co-education schools, fitting an unfortunate stereotype.

> **"I think society has forced girls to think that they aren't able to do as well in science and math fields . . . It is the way we have been brought up to think."**
>
> **KRYSTA AULAK**

women, while most male-oriented advertising objectifies women anyway.

The gender divide in math and science fields is also striking. In my advanced science class, there are seven girls out of 25 students. My friends who take honors science classes are quick to tell me they "suck" at science.

Though the ratio remains wholly unbalanced, Kash said it is slowly leveling out. Today, women make up 18-20 percent of women in graduate school physics, compared to a measly six percent in Kash's class in the 1980s.

"Me and science class, we don't go together," I remember one friend saying.

But why? Many girls who earn A's in Advanced Placement humanities classes refuse to believe that they could ever succeed in AP math and science classes.

"We somehow taught that math is one of those things you either get it or you don't," said Damour. In reality, however, "everybody gets to a place in math or science where they don't get it any more and they have to hammer away to understand it."

"If you have a terrible teacher, or you changed schools and missed something, its tough to catch up," said Kash. "It takes an understanding of 'I'm not dumb, I just have to catch up,' as well as realizing how difficult the subjects are, and lack of understanding is not because they're not talented, its because it's truly difficult."

Girls should take a step back once in a while and consider all of the other reasons they might be doing poorly in a class, other than their core intelligence. Yeah, it's annoying when high schoolers blame anything but themselves for low academic achievement -- however, some girls need to shift the blame off of themselves once in a while.

"I think society has forced girls to think that they aren't able to do as well in science and math fields and are more apt to doing well in English and history classes, though this isn't true. It is the way we have been brought up to think," freshman and advanced science student Krysta Aulak said.

Usually, boys continue pursuing math or science when they reach this point. Girls, however, said Damour, "when they feel uncertain, they make these sweeping indictments of their skills in the entire field."

"I think girls should take [advanced math and science] classes because we are just as able, if not more able, to be successful in these classes," Aulak said.

Junior Anna Seballos observed the same problem. Her AP Chemistry class has only five girls, out of 21. "I think it's really important that girls have confirmed their ability to do math and science. Women should take charge of STEM careers," she said. "There's such an imbalance."

"My friend actually just told me that one of her friends asked her why she was taking advanced classes since she couldn't handle it, when she really can," said Aulak. "That's how some people think."

Sophomore AP Biology student Rakhsha Khatri believes that "it all depends on how [girls] feel about science . . . If one doesn't like science at all, still take it because the more different types of classes a student takes, the more experiences one will gain."

Ally Nordstrom, also a sophomore and AP Biology student, agreed. She said that "I honestly don't notice that there are fewer girls. But when I do, I guess I think it's odd."

Why is it odd that fewer girls take advanced science classes? It seems to be a normal part of life, but "girls are actually outperforming boys," said Damour. "They're getting better grades starting in elementary school and going through high school."

However, she said, "girls don't know how to [outperform boys] without worrying if that is going to be seen as stuck up."

The humanities are often said to be easier than math and science -- a leading reason my friends give for beginning the International Baccalaureate program junior year.

"I'm just so bad at science, I know I'm never going to pursue a career in it, IB is all about the humanities," they say. Actually, that's a common misconception about IB, but that's a whole other story.

I'm not trying to force any girls into a math and science track, but many girls don't even consider it. The real problem at the heart of all of this is that often, girls compromise smarts for status -- it's a well-known stereotype that boys don't like girls who outsmart them. I dumb myself down all the time, without even intending to: purposely stumbling over a phrase in French, not answering a question when I really do know the answer, and so forth. This kind of behavior is ingrained in my mind. Reporting and writing this article has opened my eyes to girls' silent code when it comes to academics. But what about at all-girls' schools, where there isn't the added stress of appearing dumber to impress boys?

"Being at an all-girls' school, the social and academic environment has a blatant difference than in a co-ed school," said sophomore Emmi Bowles, who has been attending Beaumont, an all-girls' Catholic high school, for the past two years. "At Beaumont, girls become independent . . . Our self-esteem is decreased through drama, of course, but I believe it is leveled out when the anxiety of encountering the opposite sex does not exist."

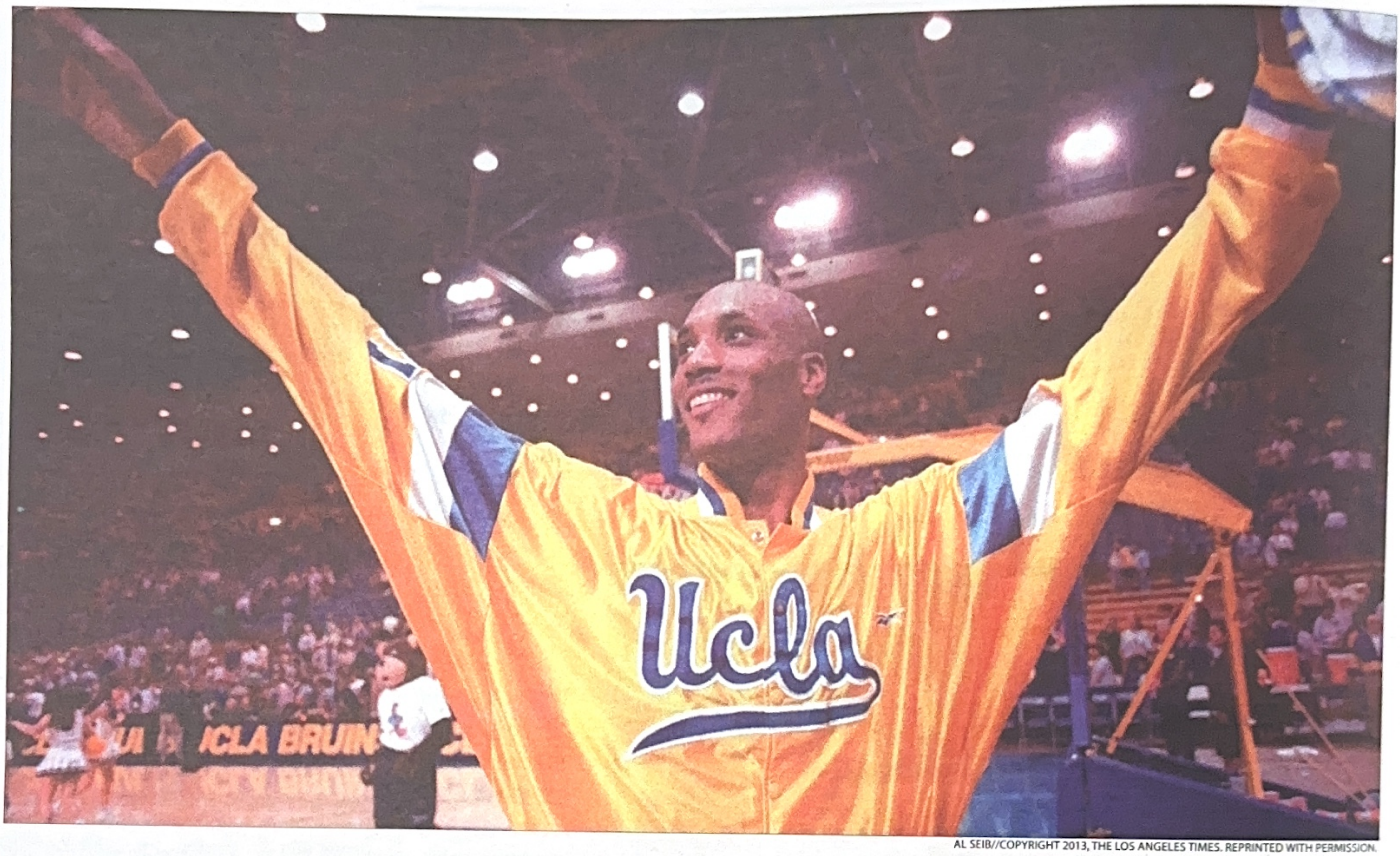
Nordstrom believes that problem should change at all schools. "I think there should be as many girls in advanced classes in general as guys," she said.

Seballos agreed. "It's not an anomaly if a girl is good at science," she said.

Kash believes that schools should "aim to get girls excited about science when they're really young, and try to combat any barriers preventing them from staying interested."

Often, girls growing up in Shaker Heights have heard from teachers and family members that they can do anything boys can do (except break the record for fastest mile ever run by a human being, lift the heaviest weights ever lifted -- you get the picture). That may sound like a cliche, but many girls don't live by it.

Spotlight Co-editor Anabel McGuan contributed reporting.



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Former UCLA basketball player Ed O'Bannon sued the NCAA on behalf of Division I football and basketball players over the NCAA profiting from merchandise featuring collegiate players without compensation.

Colleges Should Pay Certain Athletes

Division I football, basketball players deserve to see their profits

Imagine if you spent four years of your life dedicated to maintaining a multi-billion dollar industry and you got absolutely no payment for your services. This is the epitome of how Division I athletes feel when they see their respective universities pulling in millions of dollars in revenue, while they themselves get none of it. This issue of whether or not Division I athletes deserve to be paid for their services is currently a big debate in the world of sports.

Ned Weingart
Raider Zone Editor

Just last year, a California court ruled in the case of O'Bannon vs. NCAA that the NCAA violated the Sherman Antitrust Act by profiting from merchandise featuring collegiate players' likenesses without compensating the athletes, and that the NCAA was restricting the student athletes' right to publicity.

The lawsuit focused on former UCLA basketball player Ed O'Bannon, who sued the NCAA on behalf of the NCAA's Division I football and basketball players, and the TV broadcasts, video games and other merchandise that use Division I college football and basketball players' likenesses.

The National Labor Relations Board made a similar decision last year, when they awarded Northwestern University football players the right to form a union and be recognized as university employees. The players signed union cards and are awaiting an appeal from the University to see whether or not they will be recognized as employees instead of just students. The NCAA has appealed both these rulings, but it is clear that major change is coming to collegiate sports. So does this mean that all college athletes should and will receive compensation in the near future?

Yes and no. Only Division I college football and basketball players should be paid, and they will be paid soon. Here's why:

Colleges and universities make millions of dollars every year from merchandise, TV deals and licensing agreements for their football and basketball programs. According to USA Today, The Ohio State University made more than $130 million in 2014 from football alone -- and they didn't even have the highest earnings. The University of Texas made more than $165 million in 2014 from their football program. College basketball is just as profitable. According to U.S. News, CBS brought in $1 billion from broadcasting the 2014 NCAA March Madness basketball tournament. The NCAA sold CBS the right to broadcast the tournament for the next 14 years for a whopping $10.8 billion.

> **The NCAA sold CBS the right to broadcast the tournament for the next 14 years for a whopping $10.8 billion. How much of the profit did the athletes see? None.**

How much of this profit did the athletes see?

None.

On the other hand, smaller sports programs at Division I schools such as soccer, volleyball and lacrosse don't make as much revenue. Although it may seem unfair to pay some student athletes and not others, these athletes from smaller programs shouldn't be paid. From an economic standpoint, they aren't generating any or enough revenue to have a valid claim to receive compensation. Division I football and

ROHAN NADKARNI//DAILY NORTHWESTERN

The National Labor Relations Board ruled on Northwestern University's football team's behalf when the players wanted to form a union and be recognized as university employees. The players signed union cards and are awaiting an appeal from the university.

basketball players are really the only ones generating enough value to merit compensation. One of the pros would be giving the players a fair share of revenue they helped create. The cons of paying only some athletes is that it will provoke protest from sports that produce less or no revenue.

College football and basketball programs, however, generate absurd amounts of money -- none of which the players receive, except in college scholarships. For years, people have argued that college football and basketball players already have everything they need because they receive a free education. But how much do student athletes really gain from their scholarships?

According to the NCAA, only 68 percent of Division I basketball players graduate. Division I football isn't much better, at only 71 percent. According to Business Insider, less than 1 percent of college basketball players make it to the NBA. College football doesn't fair much better, with only about 1.6 percent of players reaching the NFL. So if only a little more than two-thirds of Division I basketball and football players graduate, and hardly any of them ever make it to the pros, are they really being fairly compensated?

Moreover, these scholarships sometimes sound better than they are. Most scholarships give student athletes free room and board, but just last year former University of Connecticut star point guard Shabazz Napier told reporters that sometimes, that wasn't enough.

"Sometimes there's hungry nights where I'm not able to eat, but I still gotta play up to my capabilities."

SHABAZZ NAPIER

"Sometimes there's hungry nights where I'm not able to eat," Napier told SB Nation in April 2014. "But I still gotta play up to my capabilities."

If one of college basketball's premier players doesn't have enough to eat, who knows what less prominent players at smaller programs are going through?

Another argument against paying student athletes is that it will get rid of college sports' current "amateur" label. In 2014, NCAA president Mark Emmert told CNN that he believed paying student athletes would negatively impact the tradition of college sports.

"Traditions and keeping them are very important to universities," said Emmert. "These individuals are not professionals. They are representing their universities as part of a university community."

"People come to watch . . . because it's college sports, with college athletes," Emmert said.

Emmert may be right that part of college sports' tradition is the allure of up-and-coming stars. But does making billions of dollars off the hard work of student athletes really signify that college sports are amateur?

Furthermore, college athletes should be paid because they often don't have time to hold jobs outside of school due to their busy schedules, unlike their non-athlete classmates. Division I colleges should at least pay their basketball and football players minimum wage for every hour they practice or play in games, in exchange for not allowing them the time to get jobs. Such a practice is completely fair from an economic standpoint, because athletes sacrifice their opportunity to work when they go to practices or games.

Senior basketball player Nathan Bouie believes that Division I basketball players should be able to have some say in their workout and practice schedule.

"I think they should have free range to accommodate their busy schedules," said Bouie. "They should be able to skip a morning workout or miss a practice or two if they were up all night studying or have to take an important test."

Whether the NCAA gives student athletes more control of their schedules or not, players need to be a bigger part of the overall business that is Division I basketball and football. Perhaps colleges should set up bank accounts for all Division I basketball and football players and pay them once they graduate, but only if they graduate. This way colleges and universities could use paychecks to incentivize graduation and at the same time provide compensation for athletes when they no longer fit under the "amateur" label.

No matter what the NCAA decides to do, change is necessary and looming. It is impossible for a multi-billion dollar industry to provide their most productive workers with no compensation and expect them to stay happy.

Spring Season Begins with High Hopes, Few Fears

With strong pre-season training for spring sports across the board, teams are ready to mount their campaigns

SAM DANFORD STAFF REPORTER
OSE ARHEGHAN STAFF REPORTER

WILL MCKNIGHT//THE SHAKERITE

Varsity baseball player Ben Shafran pitches to an opponent during a spring 2014 game.

WILL MCKNIGHT//THE SHAKERITE

Senior David Carter pitches in a spring 2014 game.

BASEBALL

After compiling a 14-13 regular season record in 2014 and losing in the first game of tournament play, varsity baseball hopes to improve their season from last year.

"In order to have a successful season, I expect our group to be more united with a lot of energy," said junior Canyon McWilliams. "With that kind of commitment, it will help us win a lot more ball games."

In order to improve offensively, the team will have to hit better in the clutch and drive in runners.

"I expect our team to win the conference," said senior Sam Bistritz. "If we work hard as a unit and keep a positive mindset, we can go much further in the playoffs than last year."

The team's strengths this year will be pitching. Shaker has more than 10 legitimate pitchers, which should help the team maintain success throughout the season.

The Raiders will face four tough opponents during spring break in Bradenton, FL. In Ohio, Brush, Mentor and Hudson will be Shaker's toughest rivals.

SOFTBALL

Coming off a 7-11 record and an early exit in the state tournament last year, varsity softball is ready to improve.

"My expectations for our team and our new coaching staff," including new head coach Kristen Harter, "are to be more competitive as a team," said junior Marisa Reape. "I believe that the players and coaches will be able to work together well so that we can have a successful and exciting season."

The overall goal for this year will be to win their conference. In order to do so, they must improve their defense and team communication on the field. The Raiders must also replace two of their best pitchers Mia Wang and Emma Cirillo, who graduated last year.

"In order to have a successful season, we need to communicate on the field better and trust each other as well," said junior Ella Bal.

The team will play a balanced schedule, and rival Cleveland Heights High School is one of the biggest matchups of the season.

MAGGIE BOYLE//THE SHAKERITE

Junior Kylie Boyle gets ready to bat for the Raiders softball team.

WILL MCKNIGHT//THE SHAKERITE

Junior Clay Brady plays a lacrosse game in spring 2014.

M. LACROSSE

Jason Griffith, new head coach for Shaker Heights men's varsity lacrosse, is ready to bring the team back on the winning side of things after last year's letdown season. Griffith has been a head coach since 2007 at high schools and colleges, at The Ohio State University (club team 2007), Western Reserve Academy High School (2009), and St. Edward High School (2013-2014) among other places.

"My expectations are very high this year," said goalie Chip Anderson. "We have young talent and a new coaching staff. This will turn help the program around with a winning mind set through the whole season." The Raiders return eight starters from last year's team, which finished with a 5-11 overall record. They had an early exit in the playoffs, losing to North Canton Hoover in the second round.

"To achieve our expectations," said Griffith, "we as a team will have to be physically fit, mentally tough and have an attitude. The players will be as prepared as possible lacrosse-wise, but the difference will come from how much they want success."

Hudson High School will be one of the team's toughest opponents. To reach Columbus in June, the Raiders must be able to defeat Hudson. Shaker will also play two historically strong teams, Brother Rice and Cranbrook, during a trip to Detroit, MI. Griffith is hoping those games with the three toughest teams will prepare them for the state tournament.

W. LACROSSE

Coming off an 14-3-1 2014 season record and an early second round exit in the state tournament, the women's varsity lacrosse team is optimistic about their 2015 season.

"My expectations are very high for the season," said senior Kasidy Anderson. "I love to win and expect nothing less; we have a great coach and a lot of talent on the team."

The Raiders will have a strong returning class from last season as well as a lot of promising young underclassmen. "In order for our team to have a successful year, that will depend on how one defines success," said new Head Coach Tonia Porras. "I'm working with young adults, so for me the success of them growing as individuals is just as important as the success they find out on the field, on the scoreboard, and in any honors or medals we as a team achieve. In regard to success on the field a great amount of focus and commitment to putting all the skills they possess to good use is what will define us as a team."

Porras wants her team to play lockdown defense this year, focus and have fun. The team looks forward to match-ups against Jackson, Medina and Chagrin Falls.

WILL MCKNIGHT//THE SHAKERITE

Sophomore Haley Brady plays lacrosse with the Raiders in 2014.

WILL MCKNIGHT//THE SHAKERITE

Sophomore Kameron Willis runs a long jump in 2014.

M. Track & Field

The men's track and field team will try to improve upon a successful 2013-2014. Senior Brian Lief and junior Justyn Moore qualified for the March 7 Indoor State Championship in the 800 and 3200 meter races respectively, as did the 4 x 800 team, while sophomore Kameron Willis qualified in Triple Jump. Head Coach Beno Watkins said in distance running, seniors James Caffrey and Louie Seguin and juniors Justyn Moore and Jonah Ricanati stood out. Juniors Dallas Botchway, Jordan Allison, Alex Loney, Jaylen Allen and Darrell Brown performed well in sprints, and in field events, sophomores Kameron Willis and Charles Calhoun and seniors Talia Sawyer and Andre Lowery achieved good times.

Last year, Brian Lief was ranked sixth in the district. Juniors Alex Loney and Khrisarean Irons placed third in the Northeast Ohio Conference.

"I'm with my teammates six days a week and we've grown really close," said Lief. "[Track] is a tight-knit group of guys that supports each other on and off the track."

W. Track & Field

With sophomore Mimi Reimers and junior Sara Mesiano returning after placing fifth and sixth in the district respectively, women's track and field hopes for a strong season. During their indoor track off-season, Reimers and Mesiano qualified in the 3200 and 800 meter races respectively, and the 4 x 800 team qualified for the March 7 Indoor State Championships.

Coach Beno Watkins mentioned sophomores Elise Laframboise and Ally Nordstrom and freshman Sophie Carrier as distance runners to watch. For sprints, sophomore Curtshanna Robinson, junior Mekkah Husamadeen, freshman Keyonna McGill and senior Deriona Talton show promise, and seniors Hannah Heverling and Ebony Young as well as sophomore Cydney Calhoun stand out in field events.

Senior Elana Ross looks forward to her last season. "I think our team has a lot of potential this year," she said. "I'm excited to see what the girls who have been working on the off season and the newcomers can do."

WILL MCKNIGHT//THE SHAKERITE

Senior Hannah Heverling completes a pole vault in 2014.

WILL MCKNIGHT//THE SHAKERITE

German exchnge student Laurtiz Aschoff plays a 2014 match.

M. Tennis

Coming off a 7-7 regular season record, finishing third in match play and tied for second in the league tournament, varsity men's tennis is ready for an even better season in 2015.

"I have high expectations for this season," said senior Peter Evans. "I believe we have the group of players that will be a dominant program in the area."

A strong group of seniors will lead this year's team, with underclassmen talent.

"In order to have successful season, we as a team will have to compete against the top teams in the area and continue to develop our talent," said Head Coach Alan Slawson. "We want to restore Shaker tennis to the level one where we know we belong."

"The area in which our team needs to improve on from last year will be in the doubles portion of the game," said Slawson. "We as a group want to play a more aggressive style by coming to the net more. Our conditioning program should make us faster, more powerful, and more confident."

Solon will provide the hardest opponent in the Northern Ohio Conference.

M. and W. Crew

BEN SCHELLING//THE SHAKERITE

Seniors Katie Richardson and Noa Katz row during a 2014 regatta.

According to coach Robert Valerian, Shaker crew will hit the ground running come spring.

"Shaker Varsity Crew has been working hard on conditioning and rowing technique all through the winter," he said.

Men's varsity co-captain Xavier Aniton is also optimistic about the team's upcoming season.

"We have a pretty strong freshman class and a pretty strong sophomore and junior class to lead the team to a competitive season," he said.

After a successful fall racing season, both the men's and women's Junior Eight boats are expected to be strong contenders for the Midwest Scholastic Championships.

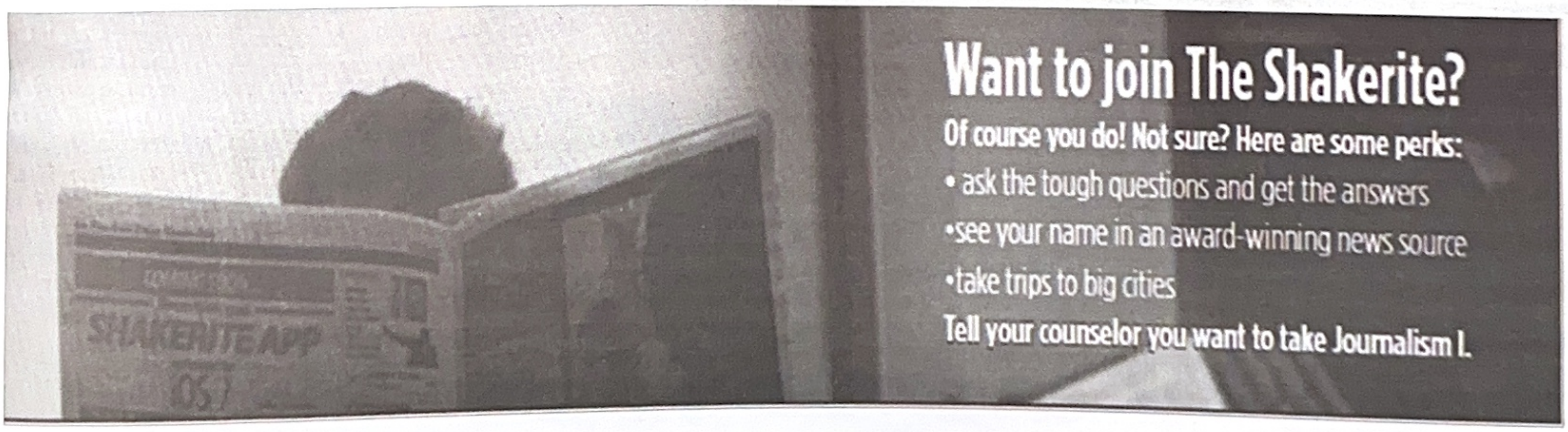
Junior varsity women's lightweight eight did especially well at their regatta on Dillion Lake; the team earned first place overall.

Sophomore coxswain Samantha Rose said, "I had this sense of pride like we had really done it. I was so proud of the girls in my boat."

BEN SCHELLING//THE SHAKERITE

Juniors Peter Zegara, Will Landow, Xavier Aniton and Ian Morison row in the Head of the Cuyahoga River Regatta Sept. 20, 2014.

This winter, the entire Shaker Crew team won the overall points at the Hammer Ergatta Indoor Rowing Races at Case Western Reserve University, outscoring four college crew teams.



Want to join The Shakerite?
Of course you do! Not sure? Here are some perks:
• ask the tough questions and get the answers
•see your name in an award-winning news source
•take trips to big cities
Tell your counselor you want to take Journalism I.

Record Cold, Snow Take Toll on Spring Sports Practices

Ice, snow, bitter cold confine athletes to weight room, gym floors, batting cages and rowing machines, limiting authentic spring sports prep

MAGGIE SMITH//THE SHAKERITE

Record cold temperatures in February in 60 inches of snow have covered fields in snow and ice, delaying practices.

ALEXA JANKOWSKY STAFF REPORTER
ELENA WEINGART STAFF REPORTER

A record cold February and 60 inches of snow have complicated preparation for spring sports.

“We haven’t been able to get outside to even throw or run, so we’ve had to hold baseball practice in the south gym, which can take the fun out of baseball,” said senior baseball player Nate Livingston.

According to the Ohio High School Athletic Association, softball and baseball’s first day of coaching was Feb. 23. Track and men’s tennis began March 9. Shaker teams have already started training, but the fields and track have become snow- or ice-covered due to the extreme weather conditions.

Kristen Harter

“We’ve only been able to practice a couple of Saturdays in the gym, so not a lot has gotten done,” said Jessica O’Brien, women’s rugby coach.

According to WEWS, Cleveland experienced its coldest February this year since 1875. Cleveland.com reported 60 inches of snowfall since Nov. 13. As a result, the outdoor facilities may not be usable for the coming weeks.

“All the snow needs to melt,” said Athletic Director Don Readance. “We then need multiple warm, sunny days for the field to absorb all the water.”

Sports must practice inside the two gyms and the multi-purpose room when weather doesn’t permit practice outside. However, Shaker has more teams than gyms, so teams use time slots to hold practice.

“It’s done with priorities given to sports in-season first, then sports that are coming up next get spots. Winter sports are still going on, so spring sports get second priority,” Readance said.

“We haven’t been able to get outside to even throw or run, so we’ve had to hold baseball practice in the south gym, which can take the fun out of baseball.”

NATE LIVINGSTON

“Gym time is hard to come by since winter sports are still going on. There is not as much availability,” said Kristen Harter, the women’s varsity softball coach.

Practices can start late at night due to the staggered gym times, taking a toll on both students and coaches.

“Having practice really late is really exhausting,” said Harter. “As a coach, you have a full day and you have to wait at school until the practices start.”

Without ample practice space, some teams use the high school’s weight room more often. In addition to weights, the room has bikes and rowing machines.

However, even the weight room is not always a sufficient substitute. When the weather allows, the crew team practices on the Cuyahoga River. During the winter, however, the team must practice on rowing machines.

“The machines are as close as it gets to the real thing, but you need a certain adjustment from the machines to the water,” said Sydney Gang, a freshman on the crew team. “If you’re preparing for a race indoors, it isn’t the same as preparing outside.”

O’Brien agreed that indoor preparation for outdoor sports is not sufficient and could pose a problem for athletes new to their sport.

Harter said that although the softball team benefits from batting cages, it’s difficult to get a feel for all aspects of the sport.

“You don’t get a real idea. It’s hard to do full fielding indoors and how the ball skips and hits is totally different on the gym floor,” Harter said.

During days with bad weather, the weight room quickly fills up.

“We have our own room [for crew] so it isn’t as big of a problem to get equipment, but if we have to lift weights we sometimes have to do that in the room with all the machinery because it’s so full,” Gang said.

Future snow or rain could also interrupt practices and games.

“Once we start practicing outside really any type of precipitation will make the field unusable,” said junior softball player Kylie Boyle.

Last year, the weather also kept teams from playing all of their games. Within the first two days of scheduled games, April 7 and 8, seven games were cancelled. According to Readance 10 to 15 percent of games are postponed and rescheduled in the spring each year.

“Last year was really bad. We probably had to cancel a game or two every week,” sophomore softball player Rebecca Shankman said.

The same was true for other sports. “Last year we didn’t start games until April because of the weather,” O’Brien said.

With the weather warming now, teams plan to begin practicing outside soon.

Head crew coach Robert Valerian plans to start rowing outside March 21 to be ready for the crew’s first race in early April.

Junior Branden Augustine said crew coaches were conscious of the weather.

“We don’t wear too much, though, so coaches generally take it easier on us in the cold and give us less time on the water and more in the boathouse on machines in the warmth,” stated Augustine in an online interview. “It’s still frigid and the first half-hour is dreaded. But after you get through the warm up and you start moving you ignore the cold and focus on rowing.”

Readance hopes all practices and games will be moved outside in the near future. “I’m hoping by next Monday [March 16] most if not all of the snow will be gone but there will be a lot of moisture,” said Readance. “After the moisture is gone, games and practices will be able to be outside.”

Women at the Cleveland Auto Show -- or Rather, the Lack of

Auto Show revealed new innovations, but also showcased relics and attitudes from the past

MARCIA BROWN//THE SHAKERITE

The Ford GT is a new concept car, of which oly two exist. The other model is in Geneva, Switzerland, and unlike this one has an engine. During Ford's press conference, where they announced movement of production of some more EcoBoost engines to Cleveland, Ford employees and the press crowded around -- almost all men.

The IX Center was easy to get lost in -- and we weren't even inside yet.

Marcia Brown
Editor in Chief

Walking in with the sun behind us, Noah Wheeler and I knew we would seem out of place. Walking into the car dealers' breakfast, which we definitely weren't invited to, didn't help.

Noah is editor of "Voices from the Trunk," a regional Porsche Club newsletter. I am new to car fandom and I have to admit some ignorance. Both of us, however, expected me to be a minority. After all, I was a girl at an auto show.

After realizing we weren't welcome, we walked out, got back in the car and tried another entry. This was the main entrance, a deserted eight doors, with a knee-high cardboard box propping open one door.

We slipped inside and walked unquestioned into the exhibits of Ford, Nissan, BMW and more. Dealership exhibit workers were putting finishing touches on the cars, polishing them and vacuuming the carpet beneath vehicles' barely-tested tires.

Told to arrive before 8 a.m., we obviously were the only ones stupid enough to follow through. Clearly, no other reporters had arrived yet.

As we strolled through the dealers' exhibits, we got more than a couple odd looks. Two high school kids on a Friday press day?

Seems kinda shifty. But there we were, unquestioned, with email confirmation of our credentials, but no press passes. In fact, though we never got press passes all day, we did have free breakfast and lunch.

The first press conference, for Ram, Chrysler and Fiat, was sparsely attended. Two Cleveland Institute of Art graduates spoke about their influence on the designs of the new 2016 models for Chrysler and Ram. A woman of about my height in heels -- so under 5'5" -- kicked off the press conference, but offered nothing substantive about the cars.

Cars have traditionally been a man's business. Women in my life have reported being treated as inferior at car dealerships. Women are not expected be interested in these powerful steel, titanium and plexiglass machines. So why should they attend the auto show? Surprisingly, though still a minority, women were more than one strong. I didn't feel quite so conspicuous.

After the caterer reprimanded Noah for not using tongs for the muffins, we did a "Ride 'n' Drive" in the Jeep and Ram obstacle courses. The Ram driver explained the truck's engine capabilities and the available interior technology. The driver even told me this truck had an outlet for curling my hair. Yay?

Afterward, we grabbed our cameras and ventured to the Jeep station. Our driver, a woman, enumerated the engine's capabilities but didn't indicate this vehicle had hair curling abilities.

The Chevrolet press conference was next, accompanied by dramatic music in an extended car commercial. They revealed a new Chevy Colorado, which seemed to feature only a new grille.

Ford held the biggest press conference. They even had chairs set up. Director of North American Engine Operations Kevin Bicking announced that Ford was moving production of the 2.0 and 2.3 liter EcoBoost Engines from Spain to Cleveland. United Auto Workers leaders, politicians and representatives from politicians' offices happily greeted the news. Here, more women appeared -- a few female reporters, too. Afterward, Ford served a free lunch of salad, rich brownies and chicken noodle soup with sparse noodles and chicken.

The driver even told me this truck had an outlet for my hair curling. Yay?

NOAH WHEELER//THE SHAKERITE

I explored the Buick exhibit where a woman explained about the models. Leslie Slaughter told me that she, too, had started as a reporter. A graduate of The Ohio State University, Slaughter worked in talk radio, but eventually became "disenchanted" with the profit push in journalism. She started working for Buick 13 years ago.

"It was intimidating at first," she said. "I didn't know a lot about cars." She said it's important to know your facts. At the Texas State Fair, Slaughter shocked male customers when she knew more about the car they desired than her male colleague.

"A lot has changed," she said.

The next time I attend the auto show, I hope a guy won't tell me I can curl my hair in a truck. However, it's important we attend. Women are learning what they need to command respect in the auto industry. Showing that you're knowledgeable is the key, Slaughter said.

Noah and I are looking ahead to the New York International Auto Show. Road trip?

OPS

The One-Page Shakerite

Please Know: You Don't Need to Know

NATALIA PERKINS

Raider Rant

Despite pressure upperclassmen feel from their peers, family members, and virtually everyone who knows their age, the colleges they choose to apply to do not define their success.

Seniors are constantly probed about their future plans. Most prying is simple curiosity, but it nonetheless becomes extremely intrusive and stressful. While these negative outcomes may be unintentional, their ignorance is no excuse to invade the personal lives of adolescents.

This daily questioning causes students to naturally derive that a specific and accepted outline of their future is necessary. They stress about doing the right thing, taking the right classes, and performing the ritualistic dance of expectations. This incessant worry about the future causes anxiety and competition, even among best friends.

No one can predict the future, and no one knows exactly where they are going to be in 10 years-- or even where they want to be. Lloyd Dobler in "Say Anything" responded best when asked about his plans for the future: "I can't figure it all out tonight sir, so I'm just gonna hang with your daughter."

The "Meh" List of a Second Semester Senior

Marcia Brown

1. School
2. School
3. School
4. School
5. School
6. Anything that's not sleeping or Netflix

Want to read more stories that make you so chipper you think school is almost over? ***Visit www.shakerite.com***

Art Teacher Finds Balance Advising Sankofa

AUDIE LORENZO

Keaf Holliday

For the first time this year, art teacher Keaf Holliday advised Sankofa, the annual performance honoring Black History Month, by himself.

"No one stepped up to the challenge," said Holliday, who has advised Sankofa for nine years.

"Teaching and doing Sankofa is a serious balancing act," said Holliday. "It was particularly challenging this year." Holliday worked on Sankofa every week Tuesday through Saturday to help prepare for the event.

However, he also found this year -- especially the $300 Sankofa raised for charity -- rewarding.

"Sankofa gives back," Holliday said.

This Should Be a Word

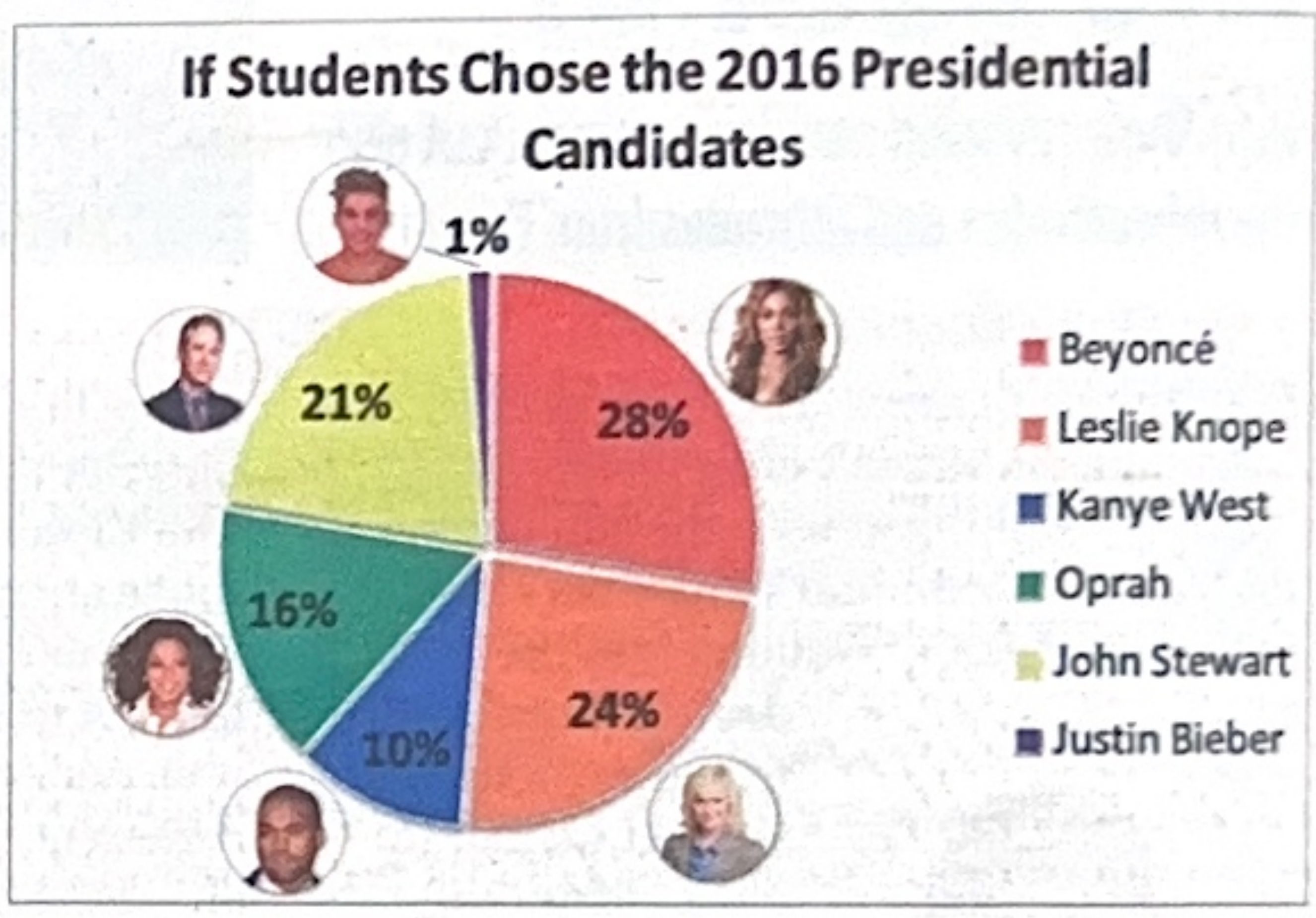
SNOWVERWHELMED

Snowverwhelmed (adj): cabin fever, specifically on one's third consecutive snow day

When Yoncé is President

National Anthem
"Run the World (Girls)"
Military Defense Strategy
Army, roll up the partition, please.
Rights
Entirely equal rights and fair pay for every citizen
National Animal
Bee
National Symbol
Statue of Liberty decked out in Beyonce's unitard from her "Single Ladies" music video with a pair of red-white-and-blue House of Dereon pumps
New National Holidays
June 20,"Bey Day," the release date of President Yoncé's first solo album, celebrated with an annual music festival in her honor

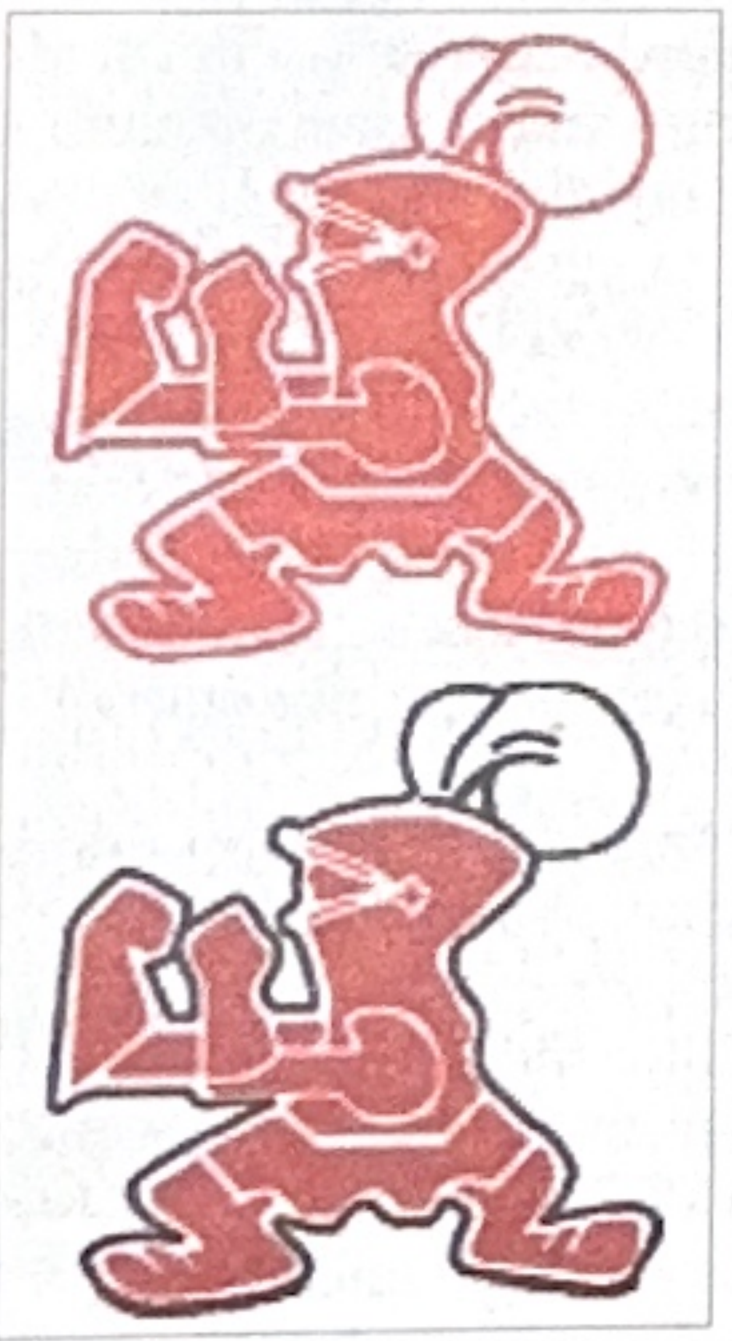
If Students Chose the 2016 Presidential Candidates



*based on a survey of 58 students

Tuffy the Raider, Redesigned Browns-Style

NOAH WHEELER



Heard in the Halls

Student 1: "Hey, can I get a ride home?"

Student 2: "Sure, if you wanna split this Uber!"

March 11, 3:55 p.m.

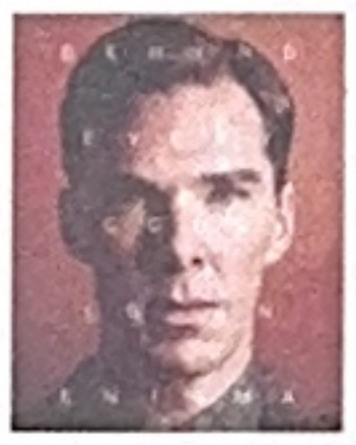
3-Second Movie Reviews

NATALIA PERKINS

Why fanfiction should stay on the internet

PADDINGTON

Not as good as Pixar, but still adorable



Impactful, plus Benedict Cumberbatch

The Worst Times for a Fire Alarm

- AP Tests
- **Shakerite deadlines**
- When it's -2 degrees
- PARCC Tests
- OGT Tests
- SLO Tests
- Really any kind of test

During Shakerite deadline March 13, editors found shelter in a car after a 7:20 p.m. fire alarm sent them scrambling into the rain. A second alarm sent them home.

Shaker Game Show Network

The Wheel of Schedules
School Board Feud
School or No School
Are You Smarter Than the PARCC Test?

Thanks to our Volume 85 sports score contributors

Nathan Christman hockey
Daniel Hirsh men's golf
Nazhary Jackson volleyball
Hillary Lacks women's tennis
Andre Lowery wrestling
Matt Mahoney men's basketball
Shami Mitchell women's basketball
Noah Pollack swimming and diving
Lauren Reese women's golf

THE SHAKERITE
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